DOCUMENT RESUME

ED 131 891 JC 770 001

AUTHOR Doty, Charles R., Ed.; Gepner, Ronald, Ed.
TITLE Post-Secondary Personnel Development. Volume 1.
INSTITUTION Mercer County Community Coll., Trenton, N.J.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE 30 Jun 76
NOTE 496p.; Proceedings of the National Conference on Personnel Development for Post Secondary Vocational and Technical Education Programs of Less than Baccalaureate Degree (St. Louis, Missouri, January 18-21, 1976)

EDRS PRICE MF-$1.00 HC-$26.11 Plus Postage.
DESCRIPTORS Administrative Personnel; College Faculty; Community Colleges; *Conference Reports; Faculty Evaluation; Inservice Teacher Education; *Junior Colleges; Part Time Teachers; *Post Secondary Education; Preservice Education; *Staff Improvement; *Teacher Improvement; *Vocational Education Teachers

ABSTRACT

Compiled in this document are papers presented at a conference on personnel development in postsecondary vocational and technical education programs of less than baccalaureate degree. The conference resulted from a recognition of the problem of employing technically competent, yet unprepared to teach, persons from business and industry. Topics of the papers include: (1) Personnel Development as a Priority; (2) Notes on Personnel Development Programs; (3) Attitudes of a New Community College Instructor; (4) Role of Faculty Development in Two-year Postsecondary Institutions; (5) Court Decisions Affecting Teacher Evaluation; (6) Faculty Evaluations--What Do They Mean?; (7) Faculty Evaluation in Community Colleges; (8) A Model for Implementing Competency Based Programs; (9) An On Campus Teaching Consultant; (10) Maximum Effectiveness: Staff Development; (11) Preparing Post-secondary Faculty Members through Preservice Programs; (12) Faculty Development in the Community College; (13) Adjunct Occupational Instructors; (14) Teaching Strategies for Postsecondary Institutions; (15) Technical Upgrading of Instructors; (16) Non-traditional Students; and (17) Career Development of Administrators. Six conference group reports and extensive annotated bibliographies complete the document. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131891

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

POST-SECONDARY PERSONNEL DEVELOPMENT

VOLUME 1

Charles R. Doty and Ronald Gepner
Editors

NEtwork
2

This material comes to you through the courtesy of the

NORTHEAST NETWORK FOR CURRICULUM
COORDINATION

JC 770 001

NATIONAL CONFERENCE
ON
PERSONNEL DEVELOPMENT
FOR POST SECONDARY
VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS
OF
LESS THAN BACCALAUREATE DEGREE

Charles R. Doty
Rutgers-The State University
Conference Director

and

Ronald Gepner
Mercer County Community College
(Editors)

A Nationally Approved Project
Funded by E.P.D.A.

Sponsored by
Mercer County Community College
Trenton, New Jersey

June 30, 1976

This publication was prepared pursuant to a grant with the State of New Jersey, Department of Education, Division of Vocational Education, 225 West State Street, Trenton, New Jersey. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Department of Education position or policy.

PREFACE

The need for a National Conference on Personnel Development for Post-Secondary Vocational and Technical Education Programs of Less Than Baccalaureate Degree is the result of the problem of employing persons from business and industry who are technically competent, but unprepared to teach, advise or assume other responsibilities of a teacher. In addition, persons are employed for post-secondary teaching positions in two year community-junior colleges and technical institutes whose preparation was for entry into secondary schools, four year colleges, and universities. Both of these groups of persons may be improperly prepared to teach at the two year post-secondary level and, of course, both need to be up-graded in their discipline, e.g., technological changes or foreign language changes, after entering teaching.

The reports within this publication, Volume I, are the results of the National Conference conducted January 18-21, 1976 in St. Louis, Missouri. The reports reflect a concern not just for vocational and technical staff but for all staff within community-junior and technical colleges. The theory and implementation strategies described herein are applicable to institutional personnel development programs in which all staff have the opportunity to participate.

The reports within Volume II, PERSONNEL DEVELOPMENT PROGRAMS, are also the result of this Conference. The programs described are institutional programs, not departmental or for special groups. They are also programs that are continuous in operation.

ACKNOWLEDGMENTS

The Conference Director is grateful for the E.P.D.A. grant from the State of New Jersey, Department of Education, Division of Vocational Education and to Mercer County Community College who received and administered the grant. Individuals at the State level who should definitely be recognized are Dr. William Wenzel, Assistant Commissioner of Education, Mr. Joseph Dzurenda, E.P.D.A. Coordinator and Dr. Henry Tornell, Director of Post-Secondary Education. Those persons who assisted greatly from Mercer County Community College are Dr. Vernon O. Crawley, Associate Dean of Science and Technology, Mr. John V. Santosuosso, Chairman, Engineering/Architecture and Mr. Ronald Gepner, Assistant to the Conference Director. Mr. John Stahl's, U.S.O.E. Region II Office, efforts to assist are appreciated. His work enabled New Jersey to receive the grant.

The cooperation of the St. Louis-St. Louis County Jr. College District was impeccable in hosting the meeting of the Conference. Dr. Richard K. Greenfield, Chancellor, Dr. Ralph Lee, President Forest Park Community College, Mr. Robert H. Gaffner, Coordinator of District Relations and Ms. Jacqueline Beulick, Chairperson, Instructional Television Department provided these cooperative services.

The Conference Advisory Committee members are cited for their insight concerning the thoeretical and practical aspects of the area of personnel development. Their suggestions provided the basis for the success of the Conference.

The chairmen of the work groups at the Conference were Dr. Edwin L. Biggerstaff, Richland Community College, Dr. John Tirrell, Pima Community College, Professor Beverly Hawkins, Caldwell Community College and Technical Institute, Dr. Edmond A. Watters, III, Williamsport Area Community College, Dr. Richard DeCosmo, Moraine Valley Community College and Dean William O. Gall, Mercer County Community College. They had a difficult job, and succeeded.

The persons who voluntarily wrote the group reports are individuals whose professional contribution exceeded all expectations. These persons are: Gene Schorzmann, Iowa; Eugenio A. Basualdo, Tennessee; John Kotula, Delaware; Richard Smith, New Jersey, James Hoerner, Virginia; and Terry Ludwig, Kansas.

In fact, all of the participants are to be commended. No one was allowed to attend the Conference who did not submit a report on a staff development program and/or a review and synthesis paper on a topic agreed upon by the Conference Director.

ACKNOWLEDGMENTS (Continued)

Ms. Elizabeth A. Rinnander, Staff Research Associate, ERIC Clearinghouse for Junior Colleges, contributed information to the Conference participants. This voluntary service was certainly appreciated.

To those secretaries at Mercer County Community College who produced the multitude of materials special thanks go to Debra Bradford, Maxine Folmer, Cleo Ware, Jane Smith.

The final draft was typed by Mrs. Marion Keiler. Her expertise enabled the Director to know the manuscript would be well done.

From the Director's point of view, never was so much obtained in such short time and for so little monetary reward. The work contained in this report is basically a labor of professional achievement.

Charles R. Doty
Conference Director

6

ADVISORY COMMITTEE

Federal Level

Dr. Albert J. Riendeau	Chief, PSAOB USOE

National Associations

Dr. Dean Griffin	Associate Director, American Vocational Association
Dr. Kenneth G. Skaggs	Specialist in Occupational Education, American Association of Community and Junior Colleges

State Level

Mr. Stephen Poliacik	Assistant Commissioner of Education, New Jersey State Director of Vocational Education
Mr. Joseph Dzurenda	EPDA Coordinator, New Jersey Department of Vocational Education
Dr. Henry Tornell	Director, Post-Secondary Education, and Industrial Education, New Jersey State Department of Vocational Education

Mercer County Community College

Dr. Vernon O. Crawley	Associate Dean of Science/Technology
Mr. John V. Santosuosso, P.E., L.S.	Chairman, Engineering/Architecture
Mr. Ronald Gepner, P.E.	Assistant to Conference Director

St. Louis-St. Louis County Jr. College District

Dr. Richard K. Greenfield	Chancellor, St. Louis-St. Louis County Jr. College District
Robert H. Gaffner	Coordinator of District Relations

Conference Director

Dr. Charles R. Doty	Advisor in Technical Education, Department of Vocational and Technical Education, Rutgers University

NATIONAL CONFERENCE ON PERSONNEL DEVELOPMENT FOR POST-SECONDARY VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS OF LESS THAN BACCALAUREATE DEGREE

CONFERENCE PARTICIPANTS

William D. Allen
Dir., Career and Occupational Education
Los Angeles Community College
Los Angeles, California 90006
(213) 380-6000

Jack T. Ballinger
Chairman, Science Division
Florissant Valley Community College
3400 Pershall Road
St. Louis, Missouri 63135
(314) 524-2020 X 400

Donald G. Bass
Dir., Educational Development Services
College of the Mainland
8001 Palmer Highway
Texas City, Texas 77590
(713) 938-1211

Eugenio A. Basualdo, Dept. Head
Vocational-Technical Education
State Technical Institute at Memphis
5983 Macon Cove
Memphis, Tennessee 38134
(901) 388-1200

Edwin L. Biggerstaff
President (Chmn.)
Richland Community College
Dallas, Texas 75202

John R. Birkholz
Vice President of Academic Affairs
William Rainey Harper College
Algonquin & Roselle Roads
Palantine, Illinois 60067
(312) 397-3000

Richard Bogart
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27609
(919) 737-3127

Otis L. Bolden
Assistant Dean of Instruction
Forest Park Community College
St. Louis, Missouri

Homer E. Bolen
Coordinator of Special Services
Missouri Dept. Elementary and Secondary Education
Jefferson City, Missouri

Orval L. Bradley
Dir. Area Voc-Tech. School
College of Southern Idaho
Twin Falls, Idaho

Peter Burnham
Coordinator for Staff Development
Prince George's Community College
Largo, Maryland 20870
(301) 336-6000

Vernon O. Crawley
Associate Dean of Science/Technology
Mercer County Community College
P.O. Box B
Trenton, New Jersey 08690
(609) 586-4800

Richard DeCosmo, Executive Vice President (Chmn.)
Moraine Valley Community College
Palos Hills, Illinois 60465
(312) 974-4300

Charles R. Doty
Advisor in Technical Education
Department of Vocational and
Technical Education
Rutgers University
10 Seminary Place
New Brunswick, New Jersey 08903
(201) 932-7937

Joseph Dzurenda
EPDA Coordinator
New Jersey State Department of
Vocational Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-0009

Robert H. Gaffner
Coordinator of District Relations
St. Louis Junior College District
5801 Wilson Avenue
St. Louis, Missouri 63110
(314) 644-6400

William O. Gall (Chmn.)
Associate Dean of Liberal Arts
and Commerce
Mercer County Community College
P.O. Box B
Trenton, New Jersey 08690
(609) 586-4800

Ronald Gepner, P.E.
Mercer County Community College
P.O. Box B
Trenton, New Jersey 08690
(609) 586-4800

John W. Glenn, Jr., Director
Department of Vocational Education
State University College at
Utica/Rome
811 Court Street
Utica, New York
(315) 792-3322

Alberta Goodman, Chairperson
Curriculum and Instructional
Support
Miami-Dade Community College North
11380 Northwest 27 Avenue
Miami, Florida 33167
(305) 685-4287

Douglas C. Gordon
Arapahoe Community College
5900 South Santa Fe Drive
Littleton, Colorado 80120
(303) 794-1550

Richard K. Greenfield
Chancellor
St. Louis/St. Louis County Junior
College District
5801 Wilson Avenue
St. Louis, Missouri 63110
(314) 644-6400

Dean Griffin
Associate Director
American Vocational Association
1510 H Street, Northwest
Washington, D.C. 20005
(202) 737-3722

Charles E. Grigsby, Chairman
Professional Development Committee
Southeastern Community College
P.O. Box 151
Whiteville, North Carolina 28472
(919) 642-7141

James O. Hammons
Center for the Study of Higher
Education
The Pennsylvania State University
University Park, Pennsylvania 16802
(814) 865-8367

David A. Harris
Dean of Instructional Affairs
Hagerstown Junior College
Hagerstown, Maryland 21740
(301) 731-2800

Robert W. Harris
Chairman, Business Department
Mercer County Community College
P.O. Box B
Trenton, New Jersey 08690
(609) 586-4800

Roger W. Haskell
Department of Vocational-Technical
Education
College of Education
The University of Tennessee
Knoxville, Tennessee 37916
(615) 974-2574

Beverly Hawkins
Coordinator Learning Lab.
Caldwell Community College and
Technical Institute
P.O. Box 600
Lenoir, North Carolina 28645
(704) 728-4323

James L. Hoerner
Coordinator of Post-Secondary
Occupational Technical Programs
Division of Vocational-Technical
Education
Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061
(703) 951-5319

Virgil D. Hoover
Director of Training and Staff
Development
Manicopa County Community College
Phoenix, Arizona 85004
(602) 252-6661

Patricia N. Hruby
Pima Community College
2802 East Via Street Rotunda
Tucson, Arizona 85716
(602) 884-6752

C. Lonnie Johnson
Assistant to the President
Southeast Community College
1701 South 40th
Milford Campus
Lincoln, Nebraska 68506

Rebecca Johns[illegible]
Member Professional Development
Committee
Southeastern Community College
P.O. Box 151
Whiteville, North Carolina 28472
(919) 642-7141

Robert Klabenes
Milford Campus Director
Southeast Community College
2120 South 56, Suite 102
Lincoln, Nebraska 68506
(402) 489-9624

Daniel E. Koble, Jr.
Research Specialist
National Center for Vocational-
Technical Education
1900 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Leslie Koltai
Chancellor
Long Beach City College
Los Angeles Community College
District
Los Angeles, California 90006
(213) 380-6000

John Kotula
Executive Vice President
Delaware Technical and Community
College
P.O. Box 897
Dover, Delaware 19901

R. Jan LeCroy
Vice Chancellor of Academic Affairs
Dallas County Community College
District
701 Elm Street Room 712
Dallas, Texas 75202
(214) 746-2129

Oscar W. Lever
Director of Faculty and Staff
Development
S. C. Tech. & Comp. Ed. System
Room 110, Robinson Bldg.
Lexington Avenue
W. Columbia, South Carolina 29201
(803) 758-3916

James Lucas
Staff Development/Computer
Assisted Instructional Specialist
DeAnza Community College
21250 Stevens Creek Blvd.
Cupertino, California 95014
(408) 257-5550

Terry Ludwig
Director, Human Development
Colby Community College
Colby, Kansas 67701
(913) 462-3984

Vernon A. Magnesen, Dean
School of Career Education
Triton-College
River Grove, Illinois 60171
(312) 456-0300

Edward C. Mann
General-Vocational Technologies
5983 Macon Cove
Memphis, Tennessee 38134
(901) 388-1200

Michael McCall
Assistant Dean of Instruction
New River Community College
Dublin, Virginia 24084
(703) 674-4121

Michael H. Parsons
Associate Dean, Transfer Programs
Hagerstown Junior Coll[illegible]
Hagerstown, Maryland 21740
(301) 731-2800

Eugene S. Peck
Colby Community College
1255 S. Range
Colby, Kansas 67701
(913) 462-3984

Harmon B. Pierce
Vice President
Burlington County College
Pemberton, New Jersey 08068
(609) 894-9311

Michael Rebell
Rebell & Krieger, Fischbein &
Oliveri, Attorneys at Law
230 Park Avenue
Suite 2315
New York, New York 10017
(212) 532-2211

Albert J. Riendeau
Chief PSAOB USOE
Room 5624
7th and D Streets, SW
Washington, D.C. 20202
(202) 245-2643

William R. Richardson
Vice President
Wilkes Community College
Drawer 120
Wilkesboro, North Carolina 28697

Francis A. Sakiey
President Faculty Association
Mercer County Community College
P.O. Box B
Trenton, New Jersey 08690
(609) 586-4800

John V. Santosuosso, P.E., L.S.
Chairman, Engineering/Architecture Department
Mercer County Community College
P.O. Box B
Trenton, New Jersey 08690
(609) 586-4800

Michael Schafer
Dean of Instruction
Muskegon Community College
P.O. Box 629
Muskegon, Michigan 49443
(616) 773-9131

W. F. Schallert
Chairman, Engineering Division
Florissant Valley Community College
3400 Pershall Road
Ferguson, Missouri 63017
(314) 524-2020

Gene Schorzmann (Reporter)
Asst. Superintendent
Iowa Lakes Community College
101 1/2 N. 6th Street
Estherville, Iowa 51334
(712) 362-2601

Joseph Seidlin, Consultant
SUNY Ag., & Tech. College
Alfred, New York 14802
(607) 587-4691

Kenneth G. Skaggs
Specialist Occupational Education
AACJC, Suite 410
One DuPont Circle, N.W.
Washington, D.C. 20036
(202) 392-7050

Richard R. Smith (Reporter)
Coordinator, M.A. Program in Junior College Teaching
Glassboro State College
Glassboro, New Jersey 08028
(609) 445-5228

George Storm, Coordinator
Center for Vocational-Technical Teacher Education Modules
Ferris State College
Big Rapids, Michigan 49307
(616) 796-9971

Michael N. Sugarman
Chairman, Technical Education
College of Education
University of Akron
Akron, Ohio 44325
(216) 375-7765

John Tirrell (Chmn.)
6540 N. Mesa View Drive
Tucson, Arizona 85718
(602) 299-3291

Henry Tornell
Director of Post-Secondary and Industrial Education
New Jersey State Department of Vocational Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-0009

Muriel Vollum, Director
Educational Development
Central Piedmont Community College
P.O. Box 4009
Charlotte, North Carolina 28204
(704) 373-6633

George S. Wang
Division Chairman
Meramec Community College
11333 Big Bend Blvd.
Kirkwood, Missouri 63122
(314) 966-3402

Edmond A. Watters, III
Dean of Post-Secondary Instructional Services
Williamsport Area Community College
1005 W. Third Street
Williamsport, Pennsylvania 17701
(717) 326-3761 (717) 433-4295 (home)

Walter Weffenstette, Chairman
Vocational Technical Education
  Department
School of Technology
Terre Haute, Indiana 47809
(812) 232-6311

William Wenzel
Assistant Commissioner of the
  Division of Vocational Education
New Jersey State Department
  of Education
225 West State Street
Trenton, New Jersey 08625

Richard Witter
Director of Planning and Evaluation
Action Consortium
955 L'Enfant Plaza S.W.
Suite 1500
Washington, D.C. 20024
(202) 488-8167

Lawrence J. Wolf
Florissant Valley Community College
3400 Pershall Road
Ferguson, Missouri 63135
(314) 524-2020

TABLE OF CONTENTS

Page

Preface ii

Acknowledgments iii

Advisory Committee v

Conference Participants vi

Personnel Development as a Priority 1

Notes on Personnel Development Programs
Kenneth G. Skaggs 6

Attitudes of a New Community College Instructor
Eileen Krieger 10

Role of Faculty Development in Two Year
Post-Secondary Institutions
John W. Glenn, Jr. 17

Court Decisions Affecting Teacher Evaluation
Michael Rebell 35

Faculty Evaluations--What Do They Mean?
William O. Gall 50

Faculty Evaluation in Community Colleges
Charles R. Doty & Rose Kocinski 57

Model for Implementing Competency Based Programs
Daniel E. Koble, Jr. & Mark Newton 70

An On Campus Teaching Consultant
Joseph Seidlin 122

REVIEW & SYNTHESIS 128

Maximum Effectiveness: Staff Development
Richard R. Smith 129

Preparing Post-Secondary Faculty Members
Through Preservice Programs
Patricia Hruby & John A. Tirrell 145

TABLE OF CONTENTS (Continued)

Page

Faculty Development in the Community College
James O. Hammons 158

Adjunct Occupational Instructors
Michael I. Schafer 194

Teaching Strategies for Post-Secondary Institutions
James L. Hoerner 209

Technical Upgrading of Instructors
George Storm 237

"Non-Traditional" Students
Alberta Goodman 267

Career Development of Administrators
Jan LeCroy 279

GROUP REPORTS 286

Administration
Gene Schorzmann 287

Preservice
Eugenio A. Basualdo 298

Inservice
John R. Kotula 307

Non-Traditional Student
Richard R. Smith 317

Adjunct Faculty
James L. Hoerner 333

Rank and Expectations
Terry G. Ludwig 345

ANNOTATED BIBLIOGRAPHIES 354

Robert Harris & Francis Sakiey 355

ERIC Clearinghouse for Junior Colleges 383

Alberta Goodman 390

TABLE OF CONTENTS (Continued)

Page

John A. Tirrell 404

NATIONAL CONFERENCE - STRUCTURE & EVALUATION 426

National Conference on Personnel Development
Charles R. Doty & Ronald Gepner 427

National Conference Evaluation
Ronald Gepner 457

PERSONNEL DEVELOPMENT AS A PRIORITY

Numerous authorities have generated journal articles, research reports and legislative actions to document the need for staff development programs in post-secondary education. The most notable of these authorities is Dr. Edmund J. Gleaser, Jr., President of the American Association of Community and Junior Colleges who wrote in a letter January 15, 197[illegible]:

> The study entitled "People for the People's College," commissioned by the National Advisory Council on Education Professions Development and published in the Spring of 1972, recommends that a variety of creative pre-service and in-service staff development programs be established to meet the immediate and future needs of community and junior colleges.
>
> More recently, the first meeting of the Assembly of the AACJC, which was held in December 1973, identified staff development as one of the most urgent problems facing community and junior colleges throughout the country. The AACJC recognizes its responsibility to help solve this problem and it has assigned high priority to this area.

Dr. Gleaser's statements were preceded by the Carnegie Commission on Higher Education (1970) in the discussion of the need for broader financial support for instructor preparation:

> To meet these needs, the Carnegie Commission believes that there should be an expanded program of . . . grants to stimulate expansion and improvement of graduate education programs for community college teachers and counselors. In the administration of the training grant program, emphasis should be placed on the provision of in-service training for prospective community college teachers (43).

Charles R. Monroe in his book Profile of the Community College discusses the specific problems of teaching.

> As a matter of fact, no one knows how good or how poor community college instruction is. Teaching at all levels of education is a difficult skill to evaluate accurately. The ultimate test of the worth of any teacher is the quality of the product, the student. The best test of the quality of the student is not in school, where he is measured by imperfect testing devices, but after he leaves the school. The most obvious measure of a teacher's quality is the quantitative measurement of a child's progress while he is under the control of the teacher. For the present, I will only add that both the quality of community-college instruction and its evaluation can be improved greatly (1972, 273).

Thomas B. Corcoran summed up the situation in which the community college administration and faculty find themselves, "The community college is currently at the bottom of the institutional hierarchy yet it has an enormous potential that is being ignored by educators and policy makers alike" (1973, 119).

Presentations/Reviews/Group Reports

Dr. Kenneth G. Skaggs from the American Association of Community and Junior Colleges in his "Notes on Personnel Development Programs" focuses specifically on problems in staff development in community and junior colleges. To personalize the teachers being considered, Eileen Kreiger reports on her experiences as a new teacher in a community college.

Dr. John W. Glenn, Jr. in his presentation examines the many facets of personnel development. Since staff development is often mistakenly assumed to be the same as evaluation of staff, Mr.

Michael Rebell, attorney at law, examines the court decisions on teacher evaluation. Dean William O. Gall gives the results of six years of thought concerning the meaning of faculty evaluation. Dr. Charles R. Doty and Mrs. Rose Kocinski present the content of evaluation instruments used in sixteen of the seventeen community colleges in New Jersey.

Dr. Daniel E. Koble, Jr. and Mark Newton from the National Center for Vocational and Technical Education in Columbus, Ohio present a very detailed model for implementing programs of competency based personnel development. This description contains a spectrum of information from highly theoretical to very practical. Of major importance is the attention given to change strategy theory and references to specific programs and campaigns which may assist the personnel development official.

A unique approach to staff development is described by Dr. Joseph Seidlin, consultant to SUNY Agriculture and Technical College in Alfred, New York. There are many points of wisdom gained from years of experience presented by Dr. Seidlin. In the words of public relations bulletins--don't miss this one.

A series of review and synthesis papers prepared by some brave individuals is available. The problem with reviewing and synthesizing is that something must exist to review. In some cases so little existed on the topic the writer was forced to draw mainly on personal experience. Nevertheless, the first of these writers is Dr. Richard Smith who attempted to define personnel development and some of its principles.

Dr. James L. Hoerner, Virginia Polytechnic Institute and State University, worked his way through a mountain of material in teacher education to define, as is possible, the teaching strategies that may be appropriate to post-secondary teaching.

Dr. George Storm, Ferris State College, Michigan, tackled the most lean area--upgrading the technical competency of teachers. A computer search revealed three sources and these seemed to be of little use. He was given an extra month to explore the topic. A year might have been more appropriate.

In an area that seems to be number one on current lists, e.g., legislation, research and writing, Dr. Alberta Goodman explores the problem of assisting the non-traditional student. This article is based entirely on the Miami Dade Community College North, Florida, where Dr. Goodman works. Dr. Goodman describes what services are offered to the non-traditional student and to which the instructor may refer his/her students. Dr. Goodman, of course, can only tantalize the reader with what is offered at this time.

The reader will either have to visit Miami Dade or wait for future publications to describe the exact competencies, cognitive, affective and psychomotor, that staff need in order to teach non-traditional students.

Dr. Jan Le Croy, Vice Chancellor of Academic Affairs, Dallas County Community College District, briefly describes what has probably been the most ignored area of staff development, the career development of administrators. Articles on this topic will probably proliferate in the future.

A series of reports produced by groups at the National Conference describe the six areas of administration, pre-service education, in-service education, non-traditional students, adjunct faculty and rank and expectations.

An annotated bibliography on the six areas described previously was prepared by Drs. Robert Harris and Francis Sakiey, Mercer County Community College, New Jersey. Other bibliographies were supplied by the ERIC Clearinghouse for Junior Colleges and Drs. Alberta Goodman and John A. Tirrell. They hope this will shorten the labors of others in locating vital information.

And, last, is a description of the National Conference and the results of the evaluation of the Conference. This is presented for the person(s) who may wish to structure a similar conference. The reader should give particular attention to the questions, identified by a review of the literature and interviews of community college staff, used to extract vital information for establishing and maintaining personnel development programs.

NOTES ON PERSONNEL DEVELOPMENT PROGRAMS
FOR
INSTRUCTORS IN OCCUPATIONAL EDUCATION

Kenneth G. Skaggs
American Association of Community and Junior Colleges
St. Louis, January, 1976

With the rapid growth of occupational education programs in community and junior colleges, newly emerging problems for personnel development in this area involve the colleges in providing new directions and new approaches. In 1964 approximately 400 different occupations were represented by educational programs in the community and junior colleges but by 1974 over 1500 different occupations were represented by educational programs in these institutions. By the Fall of 1975 over 2 million students, or about 50% of total enrollments, were admitted to occupational education programs. The demand for teaching and administrative personnel in occupational education became acute and focused emphasis upon the emerging problems.

These problems briefly are:

1. The need to employ teaching personnel in many occupational education fields without requiring the basic master's degree. Many education programs in this field did not support, nor could they justify, a graduate degree. Thus personnel are employed for instruction with a baccalaureate or sometimes no collegiate degree at all.

2. The employment of people in some of the occupational areas emphasized experience and practice in the occupation to be taught,

and thus many instructors had little or no background in academic philosophy, student testing and evaluation, and classroom teaching techniques and methods.

3. The search for occupational education instructors frequently resulted in the employment of people to whom the academic setting, especially the two-year college environment, was completely unfamiliar to them. Organization, policies, objectives and goals of these colleges were completely foreign to their experience.

The implementation of personnel development programs for new staff and "refresher" programs for continuing staff have brought several approaches to the problem. One is of course to require new staff to enroll in courses at a nearby university or 4-year college which would be willing to provide personnel development programs in the field of education and teaching technologies. Such a program has not been successful largely because the newly employed staff members were not willing to spend the money nor the time to take such courses. Another approach has been for the community and junior college itself to plan inservice training on its own campus, usually short-term and involving consultants and experienced persons from outside the campus to help conduct the sessions. Such a plan has been quite successful and is the one used by a number of institutions.

Any plan for personnel development, however, should be concerned with and involve not only newly employed staff, particularly in occupational education programs, but should also include ongoing teaching staff, administrative personnel and students who are planning to go into education.

With thanks to the Hon. William Lehman, Congressman from Florida, the following suggestions form the basis of personnel development plans.

1. Community and junior colleges should take the initiative in helping 4-year colleges and universities with specific directions concerning the training of potential staff. Universities and 4-year colleges are becoming more flexible in their program planning and the possibility of cooperative programs with community and junior colleges is being realized. Crash-type programs, short-term programs, seminar inservice-type programs held by the university on the community college campus and the 2 + 2 program, are all now being realized.

2. Community and junior colleges should take the initiative in offering internships, practicums, staff supervision, research opportunities and all other resources that would enable personnel to attain their commitment to preservice education. In several states, Florida being one, state fiscal support to the community and junior colleges includes personnel development monies.

3. Community colleges should design and test programs for personnel development and should encourage universities to develop appropriate programs for transfer of personnel who wish to earn higher degrees.

4. Staff of personnel development programs should involve and design programs for all staff elements in the college: faculty, administrators, support personnel, trustees, students and where appropriate, lay members of the community. To do this such personnel development programs should be created from within the college.

5. Personnel development programs should include specific elements to train minority administrators, counselors and teachers.

6. Any personnel development program on a community or junior college campus should include part-time staff as well as full-time. Especially in the occupational education areas, many part-time teachers are used and frequently they tend to be neglected in institution-wide programs. However their actual and potential value to the college is often great and could be increased by including them in developmental activities.

These are just some of the ways in which a personnel development program could be planned and implemented.

ATTITUDES OF A NEW COMMUNITY COLLEGE INSTRUCTOR[1]

Eileen Kreiger
Middlesex County Community College
New Jersey

There are many new things to learn and problems to overcome when one makes the transition from employment outside of education to becoming an educator. Hopefully, this paper will aid those in making such a career change and prepare them for their transition.

The decision to go into education was a difficult one for me to make. I had been working in private practice as a Dental Hygienist for eight years. This was the first and only employment I had experienced since my graduation from College, therefore, I had a very limited background in the educational process. It was because of this deficiency, that I had put off for so many years something I had always wanted to do--teach.

When the opportunity was presented to me by a friend who knew that a position was available to become part of the teaching staff in a Dental Hygiene curriculum, I accepted. But not without apprehension and reservations about what was to ensue.

For the first semester, I was hired on a part-time basis as a clinical instructor. This position afforded me the opportunity to

---

[1] One of the learning activities in a graduate course (Technical and Comprehensive Community College) was the opportunity to write one's history of feelings as a new instructor. This narrative is one of the stories. Mrs. Kreiger was a dental hygienist entering teaching without pedagogical preparation. (Charles Doty)

"get my feet wet," without a classroom lecture experience. The sole responsibility at this time, was only a clinical situation. If it seems like the ideal way to begin, it wasn't for me. Let us reiterate on this!

My first official procedure was to sign a contract, something which I had never experienced since I had only worked in private practice. Sounds easy, doesn't it? Just sign it and you can work. It is, if you don't realize what signing that piece of paper encompasses. For example, your salary, length of employment, terms of employment and all other stipulations of employment that you must abide with, that are found in the professional contract between the Bargaining Unit and the Administration. At this time, I wasn't in the position to ask or knowledgeable enough in Union-Administration matters to ask meaningful questions, relating to my work agreement. So I signed, in blind faith.

Because of the camaraderie in my Department, I have been fortunate in the respect that I feel my working conditions are most favorable. This has been a great asset in helping me increase my teaching capabilities and allaying my initial feelings of inadequacy. I had signed the contract, I was able to work.

My work in clinical procedure was taught to me in a very short period of time. It was on-the-job training, which was about two weeks in duration. I was trained to evaluate the students' performance by observing the other instructors evaluating. In addition to observing, there were also many written guidelines, stating the criteria on which to grade the students on their clinical proficiency, that were given to me. It was the actual clinical observations and these hand-outs which were to prepare me for becoming a clinical instructor. Dental Hygiene has a pre-clinic course where the students learn the basic methods of instrumentation for performing in Oral Prophylaxis. These methods are then carried over to the second semester, when the students start practicing in the clinic. Having been hired as a clinical instructor for the second semester, I was not familiar with the methods of instrumentation which had already been taught to the student.

Not knowing the basic methods of instrumentation that the students were responsible for performing, I felt that I was not qualified to evaluate them effectively. In addition to this, the teaching methods that I had encountered in my own education eight years prior, were drastically different from those being used at this time.

Unfortunately, because of the many demands of my peers, although they tried to be helpful in my orientation, they could not give me individualized instruction. As I see it now, there should most definitely be a pre-service clinical orientation to aid in the transition from being a private practitioner to a clinical instructor. I feel that a structured orientation program would be extremely helpful to all new instructors.

The second semester of my teaching, I was hired full-time. This encompasses both the didactic lecture and clinical instruction. The lecture aspect of teaching really unnerved me in the beginning.

Our department had a file with outlines of all lecture materials used in previous years, along with instructional objectives for each particular subject.

The course was team taught, each instructor taking five to six lectures. This was another excellent opportunity "to get my feet wet," but this time in the didactic aspect of teaching.

The outlines I used were helpful in the preparation of my lecture material, however, I was uncertain as to the purpose of the written objectives. Therefore, I'm certain that many times, the lecture material that I delivered did not always conform to my stated objective.

Again, my eight years in private practice did not help me. My feelings now, but not initially, would have been to require basic educational courses as a requirement for hiring those with a limited background in the educational process.

My first lectures were the most difficult. I spoke too quickly, covered too much or not enough material and didn't make use of sufficient audio-visual aids. The latter was particularly a weak area for me. How could I incorporate the use of A.V. aids, if I wasn't familiar with them or the equipment necessary to utilize them. I feel a great need in our curriculum for utilizing A.V. equipment, especially for teaching psychomotor skills and to make long hours of lecturing more interesting. I did feel that the A.V. equipment available was not being used to its fullest capacity. An in-service media workshop would have been very helpful to all faculty members in my department and possibly a pre-service workshop for all new instructors.

Using the team concept, we are able to evaluate each other unofficially in our presentation. (Our Department Chairperson has the sole responsibility in official evaluation), but we were and are never really critical in these evaluations. Most criticism, particularly if it is negative, is not easy to deliver and/or accept. I was never given a negative evaluation by my peer, but rather was given encouragement as to my teaching abilities by the other staff members. But nevertheless, I feel just criticism, whether negative or positive, is necessary at all times, to better one's teaching capabilities. Too often though, they are used primarily for reasons of tenure, promotion and retainment, rather than for advisement.

The team concept has its advantages and disadvantages. It was advantageous in that it lessened the lecture load per instructor, but at the same time, increased the personnel necessary to conduct the laboratory session, which was giving the student the opportunity for more individualized instruction. The negative viewpoint is that we seem to be more concerned with peer acceptance of our material than the students' acceptance. Possibly, I'm speaking only for myself, because in the beginning, peer acceptance was very important to me. It helped me to overcome my initial feelings of inadequacy and gave me confidence. And did I need that confidence!

The onset of my second year as full-time instructor was an easier transition. I was more aware of my weak areas and tried to strengthen them. It was also during the second year that I became more involved in teacher-student relationships and extra curricular activities that are so vital in a community college atmosphere.

The most challenging to me was the teacher-student relationship. I found myself as an instructor, adviser and also a friend to many of the students. The students' acceptance of me as a teacher and a friend was very important to me and still is. There is a definite need to keep communication open at all times at a professional and personal level in order to alleviate the many pressures that might occur in such a close working condition. They need someone they can trust and talk to at any time and with any problem. In this respect, I found myself quite accessible. The only drawback was being able to separate the teacher and friend relationship in the classroom situation. Also needed, was the understanding and approval of the other instructors in accepting the openness that the students were able to exhibit with me. I have found with time and experience, there can be a dichotomy in the classroom and out. This dichotomy is understood by the students and the relationship has not hindered me from judging them objectively and fairly in all situations. I'm glad that they can come to me, I would not want it differently. When they stop coming for assistance, that's when I'll begin to worry. But I know I must always remember to keep a good balance between the two, because if either situation becomes unbalanced, that is when, in my own mind, I have failed as a human being and a teacher.

Another important aspect of my second year, was the involvement in extra-curricular college activities. This, to me, is one of the most effective means to learn about the many roles these organizations play to help the college and its division, function. I realize it is impossible to get all the people involved, but for myself and for other new teachers, I feel participation in these organizations are vital tools which are needed to become familiar with the many aspects of college administration and to become a partaker in some of their decision-making.

This is my third year and has been the easiest so far. I feel now, that I can handle most situations with understanding, sincerity, and confidence. Yet, there is so much more to learn, so much more to experience and so much more to grow. Hopefully, my encounterings, my experiences thus far, will aid me in proficiently handling what will approach me in the future, hopefully with sensitivity.

THE ROLE OF FACULTY DEVELOPMENT
IN
TWO YEAR POSTSECONDARY INSTITUTIONS

John W. Glenn, Jr.*
State Technical Institute at Memphis
Tennessee

The tremendous growth of two year colleges, technical institutes, and area vocational-technical schools that emerged during the 1960's is now an integral part of the educational, social, and economic growth of communities throughout our country. Two year postsecondary institutions[1] grew 32.4% between 1973-75 while the four year institutions grew 10.3%. These institutions have taken on a difficult assignment of serving the needs of any person over sixteen who wants to learn. They are basically teaching institutions and represent: opportunity to individuals in the lower economic percentile who want to better their income and live more comfortably in society; a place where individuals can develop employment skills, upgrade their current employment skills, or retrain for new and emerging occupations; and a way for individuals to pursue vocational interests, whether it be as a hobby, for part-time employment or to keep self-activated and interested during retirement years.

The responsiveness that these institutions have exhibited to the community during their growth period must be preserved in the future if they are to meet student needs and maintain the financial support of their funding base. The greatest single resource of the two year institution is its teaching faculty. All too often in the past we have regarded the faculty as just one of the components in the total makeup of the school. In order to fully tap the creativity, initiative, and talent of the faculty it is the institution's responsibility to educate their teachers on how to fully utilize all available resources in the instructional process. In order to work effectively with the faculty each institution must: first have a master plan; know the goals and objectives they are pursuing; utilize evaluative instruments that will assess how well they have achieved their goals; and know when their goals and modification through re-examination and re-clarification to make them more realistic.

---

*John W. Glenn recently moved to Director, Department of Vocational Education, State University College at Utica/Rome, Utica, New York.

I would like to discuss three main areas of concern relating to faculty development:

1. The need for faculty development.
2. Proceeding in getting started to develop a professional development program.
3. Recognition of worthwhile professional development ideas.

NEED FOR FACULTY DEVELOPMENT

If you were to ask the question "what is faculty development" of the teachers in your institution, in most cases you would get as many definitions as the number of faculty you surveyed. Some teachers I have worked with regard it as something the administration imposes upon them while others regard it as a very cherished subject. Most faculty members have goals and aspirations, usually with a determined method for achieving them. However, in talking with them, you find many cases where the methods employed are not congruent with their goals and aspirations. A specific example comes to mind. I was visiting a neighboring institution and was talking with a faculty member who has a bachelor's and masters' degree both in his discipline area and desires to work toward being a department chairman someday. To do so he is enrolled in an advanced degree program in Student Personnel Services. The questions that need to be answered are:

1. How does the program fulfill the individual's goals?
2. Was there anyone at the institution available to review his goals with him, give him honest input on the competencies and interpersonal skills needed in working toward his goal?
3. Was there help available to discuss career alternatives that are congruent with the philosophy, role and scope of the institution where he wishes to employ them?
4. Can the employer afford to reward the faculty member for advanced degrees that are not directly related to his employment contract?

Supporting this further, the AACJC conducted a survey in 1969[2] in which they surveyed 288 community-junior college senior administrators on the need for in-service faculty education and weaknesses they found in pre-service graduate education. Some of the significant findings were:

1. The greatest general need was for more training in education, curriculum and learning (to include learning theory, programmed instruction, and tests and measurement).
2. The greatest specific need was course work in the area of Philosophy, History, and Goals of Two Year Institutions.
3. Ninety-five percent of the respondents stated that the training that their people needed was not adequately available in their region at the present time.

Seventy-two community college administrators and faculty members at Miami-Dade Community College[3] were asked to rate the importance of different skills and attitudes for two year college teachers. The five most highly rated skills and attitudes were:

1. Strong interdisciplinary or multidisciplinary preparation.
2. A genuine interest in students.
3. Commitment to the "open door" philosophy and to working with a more complex student body.
4. Good interpersonal skills
5. Willingness to "re-evaluate ideas and to adjust to changing conditions."

A recent study of 548 teachers in 26 area vocational-technical schools (primarily on the postsecondary level), three technical institutes, and nine community colleges in Tennessee[4] revealed that more than two-thirds of the teachers indicated that training in the following areas was "necessary" or "very necessary" in their teaching careers:

1. Curriculum development.
2. Writing of performance objectives.
3. Writing of course outlines.
4. Selection of teaching methods.
5. Testing and evaluation techniques.
6. Laboratory shop organization.
7. Student motivation.
8. Student interaction in new activities.
9. Diagnosis of learning problems.

The professional development needs expressed are representative of the kinds of skills and knowledge that are needed by our faculty in the ever changing postsecondary institutions if we are going to maintain and improve the quality of instruction in our schools. Institutions will direct their efforts to special staff development needs based on where the institution is at a particular time in its growth and development; what the economic picture is in the community, state, and country; and what local impinging social and economic forces need attention and dictate direction of curriculum activities.

The community colleges have been very dissatisfied with the way the universities have been training teachers for their institutions. The result has been that the two year postsecondary institutions have begun to do their own training of faculty and staff members. The major complaint being that universities are only emphasizing academic discipline content and research while the postsecondary institutions feel teaching skills need to be stressed also. A recent article by Michael Mandelbaum,[5] an Assistant Professor of Government, entitled "Notes of a First Year Teacher" stresses the need for more preparation of the teacher. He pointed out that:

1. Few professions give less training to new members than does university teaching. (This can be applied to the two year institutions because very few have certification requirements.)
2. He became a full-fledged faculty member with an appropriate title and salary and responsibility for shaping and administering his own courses, without serving any real apprenticeship.
3. He never had to decide what books and articles students should read, and in what sequence.
4. He had never written and delivered a lecture before.
5. He learned quickly that students are not peers of their professors. Events and concepts have to be carefully and patiently explained to them.
6. Course material must be presented in the clearest simplest terms possible which forced him to reconsider issues and arguments that he knew well.
7. Lecturing is a performing art. He found out in a hurry that training in teaching methods is almost as far removed from the graduate curriculum as the university's athletic program.

8. Teaching is a chore to be performed at times without expression of gratitude.

I think there is a message in his comments that resembles the feelings of many of our first year teachers in our two year institutions. In yesterday's Memphis morning newspaper, The Commercial Appeal,[6] an article entitled "30-Year-Olds Rate Quality of Life High" summarized a study conducted by the National Institute of Education which was a survey to determine how well education programs are meeting the needs of students. It was interesting to note that these young people were least satisfied with their intellectual development and the development of a mature personal understanding of life. The study noted "that 83 per cent of the sampling thought it important to 'develop and use your mind' but only 54 per cent were satisfied with that facet of their life." The study also revealed the need for improving the quality of teaching and curriculum and developing personalized education programs for each student. The message that our graduates are conveying to us needs to be considered as we work in the area of faculty development.

Terry O'Banion[7] in his book "Teachers for Tomorrow" states that the specialization area in a masters program is too narrow and there is no teaching methodology or community college related instruction in the program. The Ph.D. degree emphasizes skilled knowledge and research while the D.Ed. is more appropriate for counselors and administrators. The M.Ed. is said to lack sufficient depth in subject matter to make it appropriate for teachers in the two year institutions. He feels that the Ph.D. could be redesigned as a teaching degree but there have been more efforts toward the direction of new degrees such as Doctorate of Arts in Teaching. He sees the D.A.T. to be a favored degree to two year postsecondary institutions because it is designed for the highly competent instructor. He views the two year institutions and universities working closely together to implement quality new programs. Each institution has unique resources to contribute that will significantly improve classroom teaching.

Looking at it from another point of view, an Academic Dean from a community college feels "the traditionally educated graduate student from the university frequently has two major problems in his academic preparation. First of all, his interest has become so narrow that it becomes minute, and secondly he is so far distant from the basic assumptions of his discipline that he has forgotten what they are."

The expressed needs for faculty development present a challenge to two year institutions and universities in providing services that are needed by their faculty to do an effective job in the classroom. Many institutions have already begun to take great pains in developing their faculty. Others are just beginning to move in this direction. Wherever you are at this particular time it will be worthwhile to explore how to get started in beginning a professional development program.

GETTING THE PROFESSIONAL DEVELOPMENT PROGRAM STARTED

When the makeup of a two year institution is analyzed, one way to categorize the structure is to look at it as things, ideas, and people. Things are concerned with budget and property problems;

ideas with planning, programs, and policy problems; and people with personnel and performance problems. These three categories are intertwined in the daily operation of the institution and must be considered in designing an effective professional development program for members of the faculty. The need for faculty development is evident, but a commitment from the chief administrative officer and dean of instruction is necessary in order to make it a reality. They are the ones who have to allocate the financial resources to make it possible. As is said in many of our laboratories in order to do it "you have to want to." Once funds are allocated and a person is designated to work in the professional development area, the road ahead is usually difficult for the professional development coordinator. Many times the job description that is written to justify the position ends up making the professional development part of the job secondary. The individual in the position will need to proceed in a manner that will substantiate the need for more and more time allocation to be spent on faculty development activities.

A good beginning point is the days most schools have set aside for in-service training and general faculty meetings. The faculty development person can assume immediate responsibility for the planning, delivery, and evaluation for this program at their institution. The first thing that must be determined is the content of the in-service meetings. Hammons[8] recommends any of the four following methods for determining content of professional development activities:

1. Ask the faculty what the needs are.

   The faculty is the pulse of the institution. Their ideas and perceptions are very beneficial because they are on the firing line every day and can usually pinpoint strong and weak areas in the institution readily. The faculty's ideas can be tapped by:

   a. Asking the faculty council to submit ideas to you.

   b. Circulation of an open ended questionnaire.

   c. Personal visitation with the faculty members.

   Developing a rapport with the faculty is a must if the faculty development person is to be successful in his job. Initially I prefer getting out and talking with the faculty to identify areas of concern and then proceed in narrowing it down to priorities or given areas.

2. Specify the knowledge, skills, and abilities you desire in a faculty member and design a program to develop these.

   The background of each new employee could be analyzed to determine whether or not he has the necessary competencies that the institution has determined necessary for the fulfillment of the position. Such competencies could include:

   a. Philosophy of postsecondary occupational education.

   b. Writing of measurable learning objectives and criterion test items.

   c. Development of course syllabus.

   d. Constructing self-paced learning units.

   e. Methods of teaching lecture, laboratory, and small and large group instruction.

   f. Utilization of audio-visual aids.

   g. Knowledge of student profile and special needs of student body.

   h. How to effectively work with the community through advisory committees in their program area.

   i. College policies and how to handle emergency situations.

   j. Development of interpersonal skills.

To give you an example of the competencies new teachers bring with them to the job, we reviewed the credentials of the last twenty people hired by instruction in our institute and found:

a. Seventy-five percent had specialty degrees.

b. Forty percent had a teaching degree.

c. Five percent had history and philosophy of the community college.

d. Twenty percent had curriculum development.

e. Forty-five percent had a teaching methods course.

f. Thirty percent had a formal student teaching experience.

g. Ten percent had other educational courses.

The above statistics give us some indication of what needs to be done in our in-service program. The administration must also determine with the instructional areas:

a. What competencies a teacher needs to satisfy general administration.

b. Competencies needed in the teaching discipline.

c. And what the criteria is for pay raises, academic rank promotion, and tenure.

Where deficiencies are found, a personal development program can be designed that meets the needs of both the individual and the institution. The completion of the necessary competencies can be achieved through in-service, university course work, or a combination of both. As the two year institutions define the competencies required more definitively, other delivery systems (state colleges and universities) will be able to work with potential candidates more effectively in pre-service programs. I look at it as a partnership type of arrangement with the two year institutions' professional development personnel working cooperatively with institutions that can provide them with qualified personnel and vice versa.

3. Review the literature and base your program on what seems to be a consensus.

This is a good idea to give you a feel of what is going on in comparable institutions and get you moving. Each institution has so many unique characteristics, needs, and problems that must be addressed that a review of the literature could be of assistance in recognizing key areas.

4. Leave it up to the division or department.

   The diversity of each area of the institution requires that a portion of the in-service should be allocated to each division and department. The professional development coordinator should work with who is responsible for the division and department portions of in-service to establish guidelines and insure the faculty that a meaningful program is provided.

A combination of the above four methods can be used effectively to improve the quality of instruction and services to students. Each faculty member is interested in his professional development and if he is willing to participate in programs that will help make him a better teacher, in turn this development should be relevant to his job and provide him with opportunity for growth.

The time has come with rising costs, limited resources, and retrenchment in other areas of education that more and more will be expected from the faculty in terms of performance. Administrators of two year postsecondary institutions are recognizing the importance of faculty development and what it can do for their institution. The two questions most frequently asked are who should bear the cost of the professional development activities and on whose time should it take place? The answers to these questions depends on who benefits; priority to the institution; and resources available. Some of the schemes utilized for payment of professional development activities are:

a. Institution payment for speakers to come to campus for meetings, workshops, and seminars.

b. Payment to attend workshops and conventions throughout the country relevant to area of specialization.

c. Reimbursement for courses successfully completed that are directly related to teaching area.

d. Tuition waivers in some systems if the other schools are in the same system. No tuition at your own institution.

e. State grants for continued study.

f. Departmental arrangement - other faculty carry your load and you receive full pay - you in turn cooperate when another faculty does likewise.

Time for professional development is allotted in the following ways:

a. Specific days are set aside for in-service.

b. Teachers attend in-service programs and substitutes or peers cover their assignments.

c. Teachers give of their preparation time.

d. Earned sabbaticals.

With the new emphasis on professional development, it is clear that the administration has greater expectations of their faculty. With this comes the responsibility of the administration to define criteria for personnel and performance matters to assist both the administration and faculty to achieve the goals of the institution. The professional development coordinator is the key to work with the administration and faculty simultaneously. The coordinator needs to begin by securing data from all areas (administration, departments, and faculty); developing a suitable professional development program (input from all areas); and develop evaluation tools that will assist the institution in determining whether or not the program serves the intended purposes.

The coordinator works with all segments of the institution and utilizes the community, industry, and other local educational agencies to achieve the goals of the professional development program. It is unwise to tap resources if you are just window-shopping. I remember one experience I was subjected to where a university representative was allotted time at one of our faculty meetings for the purpose of promoting courses he wanted to offer the faculty at our institution. The representative had no more idea of what our needs were than the local auto dealer. The meeting was a disaster and the faculty left with mixed feelings about the need for faculty development which caused a real problem for future faculty development activities. The faculty, administration, and professional development coordinator need to cooperatively explore need areas and generate priorities of immediate concern. Work on them first. Each institution's priorities are different and will need to be dealt with accordingly. Institution wide faculty development projects can run simultaneously with divisional and departmental projects. Institutions can run as many faculty development projects as there is need and human and fiscal resources available. If only a limited number can attend a conference, workshop, or seminar there should be feedback and dissemination of materials upon return to the other members of the faculty who were unable to attend.

RECOGNIZING WORTHWHILE PROFESSIONAL DEVELOPMENT IDEAS

Effectively dealing with the expressed areas of professional development concern is a tremendous challenge. Many professional development activities can be individually prescribed for a faculty member where other professional development activities are dependent upon developments in the faculty member's discipline area and upon the goals of the institution. As we review some of the professional development ideas that can be employed in our institutions, it must be remembered that what might be applicable for one may not be applicable for another institution. A few of the activities that note consideration are:

1. Study of curriculum development and writing of course outlines and lesson plans. Some institutions assign a new teacher to collaborate with a seasoned teacher so they will receive the assistance they need in getting organized and through the first year on the job.

2. Video taping of lessons for student review and to give the instructor first hand feedback on how they are coming across in the classroom.

3. Interpersonal skill development training. The teacher-student classroom activity is taped and analyzed. The teacher goes through a training program and then his teacher-student classroom activity is taped and analyzed again. The purpose is to increase the teacher's awareness of what is going on in his classroom between the teacher and students.

4. Participation in courses at the institution or university that are designed to enhance his professional teaching activities.

5. Participation in peer study groups that are started to discuss areas of concern with colleagues.

6. Involvement in projects with faculty at other institutions to increase teaching effectiveness.

7. Working with colleagues to design new methods of curriculum delivery in their teaching discipline.

8. Participation in seminars and workshops that are concerned with the art of teaching.

9. Belonging to professional organization in their areas of specialization. Many schools support active involvement in professional organizations by financially supporting the faculty to attend meetings, seminars, and conventions.

10. Actively involving students in the discipline area by having a student club on campus.

11. Inviting professionals from the community in specialization areas to speak with classes. It will give them an opportunity to become acquainted with the students as potential employees.

12. Encouraging faculty to assume leadership roles in professional organizations to enhance their development and share with colleagues ideas, interests, and concern relating to their profession.

13. Visiting similar programs at other institutions to become familiar with what they are doing and to exchange ideas.

14. Institutional study groups or task forces to deal with specific problems or administrative changes that pertain directly to the faculty.

15. Industry/education employee exchanges.

16. Industrial or educational leave with pay.

17. In-service programs designed by faculty and administration.

18. Separate orientation sessions for new faculty at beginning of the school year.

19. Weekly meetings of all first year faculty members to assist them with instructional and administrative matters.

These are just a few of the professional development suggestions that different institutions employ. In Tennessee the postsecondary two year applied science institutes (area vocational-technical schools) have a recommended professional development plan that consists of pedagogical and specialized technical training. Most superintendents support the recommended plan. The technical institutes and community colleges each design their own professional development plan. The administration of my institution supports AVA, ATEA, AACJC, ASEE, and all specialized organizations pertaining to specific technologies. The result being a large degree of involvement locally, statewide, and nationally in these organizations.

Tennessee has a Technical Education Council Coordinating Committee comprised of all postsecondary vocational-technical institutions (regional area vocational-technical schools, technical institutes, and community colleges) which meets quarterly. The organization published a quarterly newsletter, directory of all occupational programs for guidance counselors, and a faculty directory for each program area to facilitate sharing of ideas and materials on a statewide basis. A yearly workshop is held to address issues that the faculties submit for discussion. The committee doesn't have a budget. It relies solely on different institutions donating services. To date it has been an excellent way to keep abreast of curriculum development throughout the state.

We have a similar organization on the local level which is an area vocational-technical coordinating committee. This committee is a sounding board for all public institutions offering vocational-technical education programs in our country. We meet quarterly to discuss what we are doing and to learn what our neighbor institutions are doing. This committee consists of secondary, two year institutions, military, and four year institutions. Over the years we have developed several program articulation agreements, voiced our views on different issues, and enjoyed the friendship of colleagues in vocational-technical education.

The key to effective faculty development programs in two year postsecondary institutions is individual analysis of skills and prescription of professional development activities for each faculty member to enhance their growth and achieve institutional goals. Working with each faculty member to achieve established criteria will improve the quality of instruction in the classroom and at the same time develop a faculty member's ability to grow with the institution. The cost of developing a faculty is high and it is the institute's responsibility to clearly define its goals, professional development criteria, and promotion policies for the faculty if they want to retain a highly trained and competent faculty.

One of the biggest challenges that we have to deal with as we work together at this meeting is how to develop effective faculty development programs in our institutions which will serve faculty with varying levels of competencies.

REFERENCES

[1]Source: National Center for Educational Statistics. Reprinted in The Chronicle of Higher Education, page 5, December 15, 1975.

[2]American Association of Junior Colleges. "In-Service Training for Two Year College Faculty and Staff." Washington, D.C., August 21, 1969.

[3]Semas, Philip W. "The Search for Skilled Teachers," The Chronicle of Higher Education, page 3, September 29, 1975.

[4]Brown, Donald V. "The Preparation and In-Service Needs of Technical Teachers," Department of Vocational-Technical Education, The University of Tennessee, Knoxville, March, 1974, pages 6, 12, 16, 18.

[5]Mandelbaum, Michael E. "Notes of a First Year Teacher," The Chronicle of Higher Education, page 24, October 6, 1975.

[6]"30-Year-Olds Rate Quality of Life High," The Commercial Appeal, Memphis, Tennessee, January 18, 1976. Page 10.

[7]O'Banion, Terry. Teachers for Tomorrow, The University of Arizona Press, Tucson, Arizona, Second Printing 1974, pages 88-89.

[8]Hammons, James O. "Suggestions Concerning Institutional Training of New Faculty," Community College Review, page 51.

COURT DECISIONS AFFECTING TEACHER EVALUATION

Michael A. Rebell
Attorney at Law
Rebell, Krieger, Fischbein & Olivieri
New York, New York

I am very happy to discuss the topic of court decisions as they relate to teacher evaluation. For the past few years I have been a consultant to the National Study Commission on Undergraduate Education and the Education of Teachers, looking into problems of teacher education and the need for reform thereof. Three years ago I wrote a monograph for that group, a state of the art type approach to legal questions as they relate to teacher preparation and staff development.* In the monograph was a chapter headed "In-service Evaluation, A Neglected Dimension." I am happy to say that at the present time, evaluation is no longer a fully neglected area. In 1969 and 1970, according to statistical information cited in the monograph, New York City, which had 60,000 teachers on its elementary and secondary school staff, issued only 75 unsatisfactory ratings during that 12 month period. Seventy five unsatisfactories out of 60,000 people who were, or should have been, evaluated! That, I think, says something about where we stood five years ago in this area. By 1972-73 this figure had increased 400% and presently I am sure that it is substantially higher.

Our problem, however, is to be sure that whatever satisfactory or unsatisfactory evaluation ratings are given to teachers at all levels in the educational process, are based on rational standards, standards that can be upheld if legal challenges do ensue. I think it is no secret that one of the reasons why there has been more attention and more activity in this entire area over the past five years is that, for better or for worse, the courts have gotten involved. But when the courts get involved, it sometimes makes life very difficult for administrators in education and in other fields. The courts are very much like Monday morning quarterbacks. They may tell you three years later you should have done things a certain way; however, they very rarely give you clear guidelines and benchmarks in advance. They do, however, give us some indications, and such indications will form the substance of the present paper.

Accordingly I would like to review the major legal developments in this area, discuss some of the key cases, and give an indication of what the courts will be looking for in the evaluation cases that are likely to arise in the future. Let me emphasize that these are indications and directions--not a definitive statement of specific black letter law as it relates to any particular state or jurisdiction. I am sure that you are all aware of the fact that in each jurisdiction in the country, in each of the 50 states, legal standards and legal requirements tend to vary. For that reason, I will emphasize the federal cases and the federal approach, but that is not to say that the holdings of particular federal courts will necessarily be followed in whatever particular state jurisdiction you may happen to be located. On the other hand, since I will be describing basic trends and basic directions, these concepts will generally apply across the board.

---

*Teacher Credentialling Reform in New York State: A Critique and A Suggestion for New Directions (University of Nebraska, 1974).

The first major area that I would like to describe is the area of evaluation and hearings, i.e. the question as to whether hearings have to be held for faculty members who either receive an unsatisfactory rating or are denied tenure. Most of the attention that has been focused in this area in recent years has centered on the question of whether probationary instructors are entitled to some kind of prior hearing before they are discharged or denied tenure. Ten years ago, it would have been substantially clear in almost any state in the Union that a probationary teacher had virtually no rights to any kind of a hearing process. The theory that was almost universally accepted at that time was the notion that placing a person on probation meant precisely what the term "probation" is meant to connote: the incumbent is trying out for a position; if he is not deemed satisfactory for whatever reason, the employer, as in any other industry, has the discretion to decide not to continue that employment relationship. This was considered especially important in the teaching field, where, at the elementary and secondary level, the majority of states had laws requiring the granting of tenure after a stated number of years on the job. (On the post-secondary level, a few states had similar tenure laws, but in most areas, tenure would be established by regulations from the appropriate state administrative body or by union contracts.)

This tenure system meant that once the person passed the probationary period, he was granted basic security and it became extremely difficult to remove him from the job for any reason. The attitude that developed was that before people reached that privileged tenure rank, the administration should have wide discretion to decide whether to retain them or not.

At that time I would say the only exceptions to this general doctrine that probationary instructors had no hearing rights were in very specific cases where charges of racial discrimination, violation of freedom of speech or retaliation for union activities were involved. Many of the cases in these three areas originated in the South where Black instructors who became involved in the Civil Rights movement claimed that they suffered retaliation by their public school employees, but all cases were not classical civil rights situations. One of the major Supreme Court decisions in this area had to do with a teacher taking a public stand against a budget that the local school board had submitted to its voters.* That budget became a charged local political issue. This teacher spoke out on it and claimed that the school dismissed him solely because of his political involvement on this issue. The Supreme Court ordered his restatement, finding a denial of First Amendment Rights. I do not think it is necessary to go into any great detail in the area of union activity. About ten years ago the formation of unions in the public sector was not as accepted as it is today. There was obviously much confrontation between those individuals who were active in organizing union chapters and certain administrators who did not believe that a union belonged on the campus.

When an individual probationary teacher at that time had a charge in one of these areas--racial discrimination, freedom of speech, union organizing--he could come into a federal court and claim that although in general the university administration has a wide discretion under the law to decide whether to retain a probationary teacher, that discretion is supposed to be based solely on educational considerations. If one could prove that one of these extraneous, non-educational factors was really the motivating force behind the decision to deny tenure, then a probationary instructor might obtain relief from the courts. But outside of these three specifically defined areas, teachers simply did not have any right to a probationary hearing.

Of course, once you begin to allow courts to get involved in an area, their involvement seems to mushroom and expand. Over the course of the past decade, instructors began to realize that there is almost no situation that cannot be described in some fashion as involving issues of discrimination of freedom of speech. Or if the instructors were active members of a union, there could be a claim that the denial of tenure was for reasons of union organizing. Once a crack in the concept of no hearing rights for probationary teachers was created by these three exceptional areas, more cases began to flow into the courts, especially the federal courts because these areas that I have described are basically federal constitutional rights, even though education by and large is a matter that is left to the states. Educational administrators, therefore, began to experience an increasing number of probationary teachers claiming that they should be entitled to a full due process review because their constitutional rights were at stake.

Four years ago, this legal trend reached a culmination point in a case called Roth v. Board of Regents of Wisconsin.** This case has a very interesting background. It began as a freedom of speech case.

---

*Pickering v. Board of Education 391 U.S. 563 (1968).

**408 U.S. 564 (1972).

David Roth, who was a political science teacher at the University of Wisconsin, was an activist who had been involved in a variety of political disputes with the university administration. His one year contract with the University was not renewed. He originally came into court claiming that he was terminated for reasons of political retaliation, the traditional constitutional argument that I have previously outlined. But as the case developed, Mr. Roth's lawyers began to shift the focus of their case and pulled together some strong legal currents that had been in the air, so to speak, for a number of years. When the case eventually came up to the United States Supreme Court, the focus was no longer on the freedom of speech question, but rather, it was the pure and simple issue of whether a University could deny tenure to this man, or in this case it was technically a renewal of his one year contract, without holding any hearing whatsoever. The argument became what we call a straight due process issue.

The due process clause of the Constitution provides that everyone is entitled to life, liberty and property. Mr. Roth argued that he had a property interest at stake since teaching was his livelihood. He also argued that his fundamental liberty was involved, the liberty to pursue his profession and to develop his professional career, which was being nipped in the bud by the university administration, without giving him an opportunity to present his case and to examine whatever evidence supported the decision to terminate him.

The interesting thing about the Roth case is that although Mr. Roth lost his appeal and was not granted the right to a hearing, the Supreme Court seemed to accept many of the arguments that his lawyer put forward. They seemed to accept the concept that procedural protection for probationary teachers should be broadened, even though the particular facts of Mr. Roth's particular case did not justify relief for him. In other words, this landmark case set down precedential guidelines to which teachers in future cases could appeal. It should be noted, however, that the precedential impact of the Roth case is far from clear, since the guidelines were stated in negative terms. Teachers and their attorneys are left to surmise the precise constellation of facts which would convince the court that a greater violation of due process had occurred than in Mr. Roth's case and that would justify judicial invocation of a right to a hearing. Given this state of uncertainty, the direct result of the Roth decision has been to motivate universities and school districts throughout the country to grant more hearings, in order to avoid any possibility of judicial reversals.

Because of the significance of Roth, it is important to understand the major criteria the Supreme Court emphasized in its discussion of hearing rights of probationary teachers. As mentioned above, the first aspect of the due process clause involved in the case was property rights--property rights in the continuation of employment and earning of a livelihood. The Supreme Court clearly stated that if a substantive property right is at stake, it will be protected. The Court did not define property in the narrow, traditional sense of real estate or hard, tangible property. They defined property in the academic employment context as a reasonable expectation of continued employment. This means that if a person has a reasonable expectation of continued employment, his employment cannot be discontinued without a prior hearing being held. On this point there was a companion case decided at the same time as the _Roth_ case which involved a Texas junior college instructor.* In that case, the Court held that the Plaintiff might have a reasonable expectation to continued employment even though he did not have tenure. That was a very unique factual situation because the instructor had been employed for about 10 years and there was an informal policy in the State University system that a person who had been retained for a period in excess of 7 years could expect to have continued employment so long as his performance was competent. In other words, without saying the person had tenure, there was language in the local regulations that amounted to _ad hoc_ tenure. Under those facts, the Supreme Court said even though no explicit law guaranteed the plaintiff tenure, he might, in fact, have a reasonable expectation of continued employment.

How this holding would relate to the circumstances of other teachers is an open issue at the present time because the Supreme Court has not concretely defined employment expectations, except in the specific context of the _Sindermann_ case. That means that many instructors will, and in fact, have come forward to say that their particular situation, whatever it is, amounts to a reasonable expectation of continued employment. University and college administrators obviously must be aware of the implications of this situation. At the least, this would seem to mean that if, for example, an instructor is hired on a probationary basis under a 3 year contract, he probably cannot be fired after 2 years without some kind of hearing being held, since under the written contract he has an expectation of 3 years of continued employment.

The second major area that the court delineated in _Roth_ was the question of liberty. The _Roth_ decision culminated a trend in Supreme Court decisions which finally laid to rest the accepted distinction in older government employment cases between what had been called a "right" and a "privilege." It used to be said government employment was a "privilege"; therefore, one could be fired without hearings or procedural due process. The Supreme Court held in _Roth_ that "rights" versus "privileges" did not provide an appropriate approach to this issue. The appropriate method now is to look at whether a person's "liberty" was affected by the governmental action at issue. In trying to define what "liberty" means in these circumstances, the Court stressed two separate factors. The first is significant damage to a person's "reputation," a concept which seems to be broaden that professional reputation. The kinds of examples that were given in the Roth case had to do with charges of dishonesty or immorality. Therefore, if any teacher can establish that charges of dishonesty, or immorality motivated his termination, he will be entitled to a hearing under the Supreme Court's holding.

---

*_Perry v. Sinderman_ 408 U.S. 570 (1972).

The second major concept of liberty under the Roth decision is a stigma which forecloses future job opportunities. This was the difficult aspect of the Roth opinion. Charges of dishonesty and sexual immorality are relatively clear-cut. But the implications of the additional holding concerning stigmas on future employment opportunities are extremely nebulous. As might have been expected, since the Roth decision, it appears that every other teacher in the United States who has been denied tenure has come to the courts and claimed a stigma on his professional reputation. Such teachers have claimed that any time they apply for another job in the next town, or in the next state, the potential employer will ask "where were you working last year and why were you fired?" Some lower courts have accepted this argument per se. They have agreed that virtually any time a person is fired or denied tenure and he has been denied an opportunity to confront the evidence and the charges against him, a sigma foreclosing future job opportunities has resulted. Most courts, however, have not fully accepted that doctrine. They ask for stronger evidence that specific charges which substantially allege incompetence have been made public and have seriously and detrimentally affected the teacher's future. The Supreme Court has not ruled on this issue. David Roth, they said, did not suffer a substantial stigma foreclosing future job possibilities. Partially this was because, not knowing what standard the Supreme Court would apply, his attorney did not both to submit evidence of job applications having been directly rejected for these reasons. Therefore, the Court, in his case, said it had no evidence that he had applied for any jobs and that he was in fact turned down and therefore, it could not judge this issue in the abstract.

As I mentioned earlier, the net result of this entire trend has been increased pressure for hearing rights of probationary teachers. And that pressure comes primarily from the uncertainty of the Roth decision itself, and from increasing attention to this issue by teacher unions, as more and more contracts contain language guaranteeing some kind of hearing or review rights to probationary instructors. In some states it also comes from legislation. Even though the Supreme Court did not per se require hearings as a matter of constitutional law, the focus on the issue, combined with lobbying activities of teacher organizations, has led to the passage of hearing legislation in many states.

The key question, I think, for our immediate purposes, is to determine what kind of a hearing is required if a hearing must be held under the Roth decision or under various state statutes. Let me, of course, make clear that if a detailed statute has been adopted, obviously hearings must be governed by what the statute mandates. But in most states, statutes do not explain what is required, so we have to look at the general trend of court decisions to determine the nature of hearing process.

The Supreme Court's decision in *Roth* never reached the question as to what kind of hearing an instructor would be entitled to if he did qualify for such a hearing. But the Court has given certain indications in this regard. One such indication we get is from the Supreme Court's recent decision in the *Goss* case involving student rights to a hearing prior to suspension or discharge.* The Court held there that a hearing will be required before any short-term student suspension. In discussing the nature of the hearing, the Court emphasized, as it does in many due process cases, that hearing procedures are somewhat flexible. They depend, on the one hand, on the reasonable administrative needs of the institution, and on the degree of possible deprivation of constitutional rights of the student on the other. The *Goss* standard for student disciplinary cases was very minimal. The Court held that the student has a right only to notice of the charges against him, and if he denies them to an explanation of the evidence against him and the right to present his own version of the facts. That is a very minimal due process hearing, but it is the least that one can assume would be expected in any teacher situation. Notice that the court did not say that the student has a right to have an attorney present, that he has a right to the written transcript of the proceedings, that he has a right to bring witnesses or to cross examine witnesses on the other side. The *Goss* hearing was a very minimal review to try to prevent gross error. Probably what would be required in most teacher, probationary teacher sitautions, is something mid-way between the *Goss* hearing and a full, substantive due process hearing with right to counsel, etc. The lower federal courts which have made decisions in this area have tended to hold that a teacher should be given notice of the specific charges against him and an opportunity to rebut them in some reasonable manner.

The key question in teacher termination hearings frequently revolves about the "burden of proof." In a full substantive due process hearing, the board of education or the university administration that is seeking to discharge a person would have a burden of proving his incompetence or his unsuitability for the job. In a probationary situation, however, most courts have turned this around and said the university or the school district has only the burden of "going forward," which means presenting some plausible evidence to support their decision. It then falls on the teacher who is challenging the decision to establish its unreasonableness. In other words, the school does not have the initial burden of showing that the decision was reasonable and fully supporting it, but they merely must show

---

***Goss v. Lopez* 419 U.S. 565 (1975).

that the decision has an air of reasonability and plausibility which must then be overcome by the teacher who has the burden of establishing by a preponderance of the evidence that the decision is, in fact, unreasonable.

These technical distinctions concerning the burden of proof provide an answer to the often-asked question as to what is the difference between probationary status and tenure status once hearing rights are granted to probationary teachers? Obviously, it is harder for a probationary teacher to overturn a termination decision if he has the burden of proof to establish its unreasonableness. In a tenure dismissal situation, where the administration has the clear burden of proof, it is more difficult to sustain a termination attempt.

There have also been some indications by the courts that, in addition to burden of proof considerations, higher standards of competency can be required of a probationary teacher than of a tenured teacher. For example, in a situation where performance standards have risen over the years, a court might not require a long-tenured instructor to meet the same criteria that could reasonably be required of a new person. There are also some indications that, in general, courts will expect a greater showing of incompetence in the case of the discharge of a tenured teacher, even if the same evaluation standards are applicable.

We are now ready to focus on the critical question of what standards are courts looking for when it comes to evaluation? Approaching this question from an historical perspective, it is safe to say that, traditionally, the type of standards that would be applied in those very few cases that would come to the courts were purely procedural. For example, courts would insist that requirements for prior notification or contractual evaluation procedures be strictly followed. But until a few years ago, there were few court decisions which attempted to carefully probe the substance of the evaluation standards a school district or a college was using.

This phenomenan partly resulted from the paucity of cases involving evaluation issues, but also from a prevalent judicial deference to expert opinion. If an educator appeared in court as a witness and testified that he had evaluated a particular instructor and his educational judgment was that the instructor was incompetent, the court would usually stop its substantive consideration at that point. Courts did not consider themselves qualified to closely analyze the specific standards that a school or university was using in this kind of situation.

The only evaluation decisions that would traditionally be invalidated by the courts would involve issues of gross arbitrariness. This kind of situation was exemplified in an interesting decision of a New Hampshire Federal Court in 1971.* The Court there specifically defined arbitrariness in the context of a teacher termination suit in three ways. First would be basing a non-renewal of a contract on reasons totally unrelated to the educational process, as, for example, firing someone because of the type of auto she drives or the kinds of foods she eats. A second category of arbitrariness was triviality, i.e., a factor which, although related to education, is too insignificant to provide a rational basis for a termination decision. An example in this regard would be minor tardiness, arriving at school a few minutes late on a few occasions. The third general criterion specified by the court for invalidation of termination decisions was charges wholly unsupported by any facts put forth in the record. I would think that these three criteria are rather obvious, but the fact that the court's review of evaluation standards was limited to such clear examples of gross arbitrariness is indicative of the judicial posture at the time. Courts were prepared to invalidate a totally irrational evaluation process, but if any aura of plausibility were involved, the Courts would defer to the judgment of the experts.

However, in the past 3 or 4 years this entire judicial attitude has shifted dramatically. The courts are now beginning to look very closely at the specific substantive standards that are being utilized, the manner in which they are being applied, and the groups who are being affected by these decisions. The initial thrust for this new direction came from racial discrimination concerns, which have been broadened in recent years to include issues of sexual discrimination. The early cases in this area emerged in southern faculty integration situations, where in order to be sure that a school district was carrying out a mandate to integrate its school staffs, the courts would require a showing of objective evaluation standards before it would permit a school district to lay off or demote Black faculty members.

Judicial involvement in evaluation questions accelerated as a result of the passage of Title VII of the 1964 Civil Rights Act. Under Title VII, employers' decisions concerning hiring, promotion, retention, and numerous other aspects of the employment process must conform to certain regulations and standards set forth in the law. This law originally applied only to private companies and the specific enforcement guidelines created by the Equal Employment Opportunities Commission (the "EEOC"), the enforcement agency created by the Act, estalbished requirements for the types of selection devices, and the types of tests which private companies could use in making their employment, promotion and retention decisions. But in 1972 Congress extended the provisions of Title VII, and indirectly the EEOC regulations, to state and local governments and municipalities, including school districts.

---

*Drown v. Portsmouth School District 451 F.2d 1106 (1st Cir., 1971).

Two recent decisions of the United States Supreme Court have upheld and enhanced the impact of the EEOC regulations in this area.* The Court in these cases (which specifically involved private industry, but now apply also to school systems and other state agencies) upheld the applicability of the specific guidelines that were issued by the EEOC. This was somewhat extraordinary, because these standards were far more detailed and exacting than the general anti-discrimination pronouncements enacted by the Congress, and because these guidelines were not full federal regulations which had been submitted for public scrutiny and comment as required by the Administrative Procedure Act. But under the Supreme Court decisions, the EEOC guidelines have virtually been given the effect of law.

It is important for these reasons for us to briefly consider the precise content of the EEOC guidelines. At the outset, it must be understood that the major thrust of these guidelines is on the initial employment selection process. Although I was asked to discuss evaluation, which I assume means on-the-job evaluation in particular, I understand that initial selection is also an issue at this conference. In any event, the two are inter-related. Therefore, we must understand the nature of the specific EEOC selection standards before we can relate these considerations directly to evaluation issues.

Basically, the EEOC guidelines state that no written test or any other employment selection device may be used unless it is "validated." Now validation under the EEOC guidelines comes under two main headings: "predictive validation" and "content validation." Predictive validation is the higher standard which is normally required of all employers. Stated simply, it means that if an employer utilizes, for example, a written test as a basis for hiring, he must demonstrate that this is a valid indicator of actual competence on the job. He must show that those who pass the test and those who get higher grades on the test perform better on the job than those who fail the test or get lower grades. In other words, he must empirically demonstrate that this test validly predicts competence on the job. To establish such predictive validation obviously is a very complicated, expensive and time-consuming process.

Although predictive validation is the preferred standard and is required generally in cases involving private companies, in many of the public sector cases which have arisen, the courts have invoked a clause in the EEOC guidelines which permits the use of "content validation" where predictive validation is not "immediately feasible." Content validation aims at the same general result as predictive validation, i.e., assurance that a test is an accurate measure of competence on the job. But, instead of requiring empirical predictive correlations, content validation requires the employer to show that the content of his test, on its face, is rationally related to the specific descriptions of the job which the employer himself has promulgated. For example, if a test is given for a position such as speech teaching, wherein 50% of the person's performance will depend on his oral competence and fluency, a test which has one question involving verbal fluency and 99 questions asking for familiarity with famous authors of English literature, would not satisfy content validation requirements because the person is being tested for something that is not related to the actual demands of the job.

---

*Griggs v. Duke Power Company 401 U.S. 424 (1971); Albemarle Paper Co. v. Moody 95 S.Ct. 2362 (1975).

Although it would seem that content validation is almost a common sense approach since it is obvious that any test should be directly related to the job at issue, it is interesting to note that in many, if not most, of the cases that have arisen involving public sector defendants such as school districts, police forces, and civil service bureaus, these agencies have failed to satisfy minimal content validation standards. Their examinations on their face were not rationally related to the job. One reason for this lack of job relatedness is that very few of these agencies had done an adequate job analysis. When the courts asked for a description of the particular jobs to correlate with the test questions, they were often presented with a job statement which was nothing more than a short, vague, virtually meaningless tautological statement. Lack of an acceptable job description was the primary reason that many of these examination systems were struck down. Therefore, in recent years, emphasis has focused on initial job analyses, i.e., preparing an accurate, detailed, statement of exactly what is required for successful performance of a particular job. Once a valid job description is available, the development of a suitable test or evaluation standard is a relatively simple operation.

Before turning our attention to specific application of the concepts discussed in the preceding paragraphs to particular evaluation problems you may be facing, let me interpose an important cautionary statement. I have generally been talking about the EEOC guidelines as if they automatically apply across the board to any employment situation. However, these guidelines, which emerged from the Civil Rights Act, specifically apply only in cases where discrimination against minority groups or women has been established. It is important to note, though, that the attention that has been focused on employment standards because of the EEOC guidelines and the intensive involvement of the courts in these cases has caused the judges to become increasingly educated in this area. You will remember that I previously said that traditionally a judge would not look at specific evaluation standards because he lacked expertise, and had no criteria for probing educational judgments. Well, now they do have such criteria. The EEOC guidelines have given the courts a handle for analyzing evaluation standards, and therefore, we can expect that judges, even in cases not involving allegations of racial or sexual discrimination, may begin to require something similar to the EEOC standards of all employers. In effect, the EEOC has given the courts tools for assessing employment and evaluation standards, and once these tools are available, the courts are not likely to permit irrational standards to be maintained merely because no negative impact on a minority group has been shown.

Now let us turn to a consideration of specific pragmatic guidelines for college administrators which might be drawn from the legal cases decided to date. The first consideration in this regard would be the specific criteria to be used in the evaluation. As I stressed above, the most important consideration is to compile a meaningful and rational job analysis. Obviously, if a rational job analysis which meets the legal standards for initial selection tests is available, it will also provide a solid basis for developing standards for on-the-job evaluation.

Based on the United States Supreme Court's opinions in the Griggs and Albemarle cases, cited above, as well as my personal experience in the Chance* litigation in New York City, I would emphasize the following key components of such a job analysis. First, the specific job areas should be clearly defined, but at the same time, the specificity should not be atomistic. For example, in the Chance situation, the consultant's report identified approximately 19 major duty areas and well over 100 specific tasks for the job of high school principal and recommended these elements as basis for the job description. The number of task areas in this report clearly appear to be unworkable, while the major duty areas are too vaguely defined to be useful.

Secondly, a representative cross section of persons who have an interest in the selection or evaluation process must have input into the job analysis. This means, for example, that the job cannot be defined exclusively from the perspective of present job holders because, especially with current pressures for upgrading and updating the entire employment situation, newly-hired personnel may be expected to perform different functions or to emphasize different approaches to the job.

---

*Chance v. Board of Examiners 330 F Supp. 203 (S.D.N.Y. 1971), aff'd 458 F 2d 1167 (2d Cir., 1972). This case involved a civil rights attack on the examination system used for licensing all principals and supervisors in the New York City school system. The federal district court declared the examination system unconstitutional five years ago for the reasons discussed above. We have spent the last five years in New York City attempting to draw up new standards that would be acceptable to the court. Some of the points to be discussed here emerge from criticisms which the plaintiffs in Chance have lodged against a job analysis prepared for the Board of Education by a professional consulting firm. (The board itself apparently has concurred in some of these views, since it has indicated to the court that it may not adopt the evaluators' recommendations.)

Moreover, present incumbents may not necessarily be performing correctly or in accordance with the perspectives that contemporary policy makers wish to stress. In other words, the job description must contain a sense of direction. It cannot be a status quo report on how the job is presently being performed. Furthermore, in order to satisfy the courts, especially in a discrimination situation, administrators must be sure to include input from minority applicants or women who may have been prevented from obtaining this position in the past.

A third factor discussed by the Supreme Court in its Albemarle decision, is the importance, in many cases, of having independent outside consultants undertake the job analysis. If in-house administrators who, so to speak, have an investment in the outcome monopolize the process, the courts may be suspicious.

The final consideration is the question of proportions. A job description may identify 20 basic elements of the job, but that does not mean that each element is necessarily as important as every other and that each should therefore receive an equal weighting in the overall evaluation. Obviously some aspects of the job are more important than others and these proportions and priorities must be reflected in the evaluation criteria which are developed.

After specific evaluation criteria are developed, a second major area of concern is the question of reasonable application. In the Albemarle case, the company's employment selection system was invalidated by the U.S. Supreme Court largely because of a lack of objective application of the relevant job standards. The supervisory rating standards were applied inconsistently, with the same standards not being utilized in the same proportions by all supervisors across the board.

A further specific example of judicial concern with objective application of standards was provided by a case decided by the federal district court in Pennsylvania.* In that case four major criteria for appointment on tenure had been identified in the faculty handbook as "effectiveness as a teacher," "research and scholarship," "professional stature," and "other constributions." A teacher was terminated on the basis of an evaluation which consisted solely of a close analysis of four lectures that she had given. The court indicated that even if the evaluation of her lecturing ability were fair and proper, the administration ignored four previous years of teaching, and the laboratory and doctoral advising components of her teaching responsibility and they also did not evaluate her in the areas of research and publication, professional stature and "other contributions." Therefore, the court emphasized in its opinion the significance of the fact that the school's stated evaluation standards were not objectively applied.

---

*Johnson v. University of Pittsburgh 359 F.Supp. 1002 (1973).

I should make clear that the concept of "objective application" of evaluation standards does not mean that a reasonable degree of discretion will not be permitted in these decisions. Obviously an evaluation cannot be rigid or based only on quantifiable standards, but reasonable discretion must be applied within a context or overall objectivity, of weighting of the elements and, if possible, of obtaining multiple input and judgments on the teachers performance. For example, a recent case* concerning a faculty member who apparently had very serious difficulties in getting along with other faculty members, was upheld by the court which emphasized the fact that five members of the department took part in the decision not to renew his contract. If only one faculty member's opinion had been the basis for the evaluation, the result might have been different.

The final point I would like to emphasize is the necessity for strict compliance with procedures. Courts are conversant with procedures, and feel more comfortable in making decisions on the basis of procedural inadequacies, even though, as I have mentioned, the EEOC guidelines have begun to involve courts in substantive analysis of education employment problems. If a school has agreed to follow certain procedures, and if these procedures are ignored in a particular case, the courts are likely to overturn the administrative action. For example, in a recent Federal case** applicable administrative regulations and practices required that evaluations be done in the fall and that the teacher involved to be promptly notified of any negative evaluation and intention to rate as unsatisfactory. This would permit him time to respond to the allegations and presumably to try to improve his performance before the spring when employment decisions for the next year would be made. In this case, the administration had failed to formally send out a copy of the evaluation report as required by the regulations. Even though the teacher apparently knew in fact that some negative evaluations had been made, the court insisted on strict adherence to the procedure and required reinstatement and a re-hearing for the teacher.

I hope this broad perspective had clarified at least some of the issues and some of the current judicial directions. I think I can summarize the main point which I would like to leave with you by referring to advice I read two or three years ago in a guide book on legal problems in education. In regard to the question of hearings for probationary teachers, the authors advised school administrators to play safe, not give notice to any teachers concerning the specific reasons for their dismissal. This would avoid the pitfalls of having to justify the decision or to explain away the possible stigma caused by specific charges.

---

*McEnteggart v. Cataldo 451 F. 2d 1109 (1st Cir., 1971).

**Sigmon v. Poe 381 F. Supp. 387 (W.D. N. Car., 1974).

That advice may have been sound three years ago. Today, fortunately, or unfortunately, administrators are increasingly being required to provide specific reasons and to hold hearings. Therefore, the best advice I can give at the present time is to confront the issue head on and assume that you cannot avoid full disclosure and its consequences. In other words, take care before you get to the notice and hearing stage and be sure that your hiring and your evaluative criteria are carefully developed and rationally related to the objective performance requirements of the job.

If these tasks are approached seriously and professionally, there is no need for apprehension concerning possible future law suits. For, in a nutshell, all the courts are really asking for is reasonable adherence to basic standards of rationality and fairness, both in your procedures and in the substance of your decisions.

FACULTY EVALUATIONS--WHAT DO THEY MEAN?

William O. Gall
Associate Dean of Faculty
Mercer County Community College
Trenton, New Jersey

The outcry for greater accountability for the academic world again raises the issue of the validity of the evaluation systems being utilized in two year and four year colleges and universities. Are we really utilizing methods which will provide meaningful information concerning our stewardship of the public's money and educational systems? Today education is big business. The operating budgets of all colleges and universities are and have been for the past decades on an upward spiral with personnel costs at the forefront.

Questions are being raised from all quarters concerning the amount of learning that is taking place in our colleges and universities. It is clear that the educational world must conduct its affairs in such a manner that the general public is convinced that we know what is happening and that we are making the best use of resources that are provided.

Since the faculty is the cutting edge of our educational process, it is clear that our faculty evaluation system must provide the needed information concerning this most important element.

Mercer County Community College is attempting to develop a faculty evaluation system which will:

1) assist the faculty member in improving his performance
2) provide information for managerial decisions regarding promotion, retention, tenure, merit increases, and normal increments.

It must be noted that MCCC utilizes the academic rank system. However, the same stratification is equally applicable to any existing personnel management procedures.

During the progress of this attempt, it was found that faculty of various academic ranks were teaching the same courses and performing the same duties within their departments. Logically, the question was raised as to why an Associate Professor was performing duties of no greater challenge than those assigned to an instructor. Examination of the various job descriptions indicated that these were written in terms too general to be of substantive value.

As a consequence, the Faculty Performance Standards Outline (Figure 1) was developed. These standards are to be a part of a numerical evaluation system with varying numerical weights being given to each type of function.

It is hoped that a total numerical score (which will take into consideration any written comments) can be developed for each faculty member. Additionally, it is expected that a college standard for each academic rank will be established. A score for each faculty member will then be plotted on a graph (Figure 2) which is to be maintained in each individual's personnel file. This can be used as a management by exception tool. It is expected that, after a trial period, the system will be refined and improved.

FUNCTION	MAX PTS	RANK				
		Asst. Instr.	Instructor	Asst. Prof.	Assoc. Prof.	Professor
1. Direct Teaching	200					
2. Indirect Teaching	100					
3. Contribution to Dept. A. Course Development	225 (125)	Develops familiarity with assigned courses. Offers some suggestions concerning possible improvements. /25	Shows productive involvement in the updating of at least one course. Develops familiarity with Dept'l. Instr. Dev. Projects. /50	Effectively coordinates and maintains a course or course sequence. Shows productive involvement in an instructional development project. /75	Demonstrates excellence in course coord'n and maintenance, coordinating one major or several related complex courses successfully. Is involved in a successful major instr. dev. project. Is involved in studies of course effectiveness. /100	Demonstrates outstanding professionalism in major academic responsibilities: design, maintenance and coordination of major instr. dev., major contribution to course effectiveness analyses. /100

FUNCTION	MAX PTS	RANK				
		Asst. Instr.	Instructor	Asst. Prof.	Assoc. Prof.	Professor
B. Other Curricular Involvement*	(100)	Develops familiarity with Dep'l programs and curricular concerns. Participates as required in special curricular matters. /20	Demonstrates interest and productive involvement in departmental concerns other than the assigned courses. /40	Demonstrates success in a major departmental project other than course development. /60	Demonstrates involvement in several departmental projects and effective leadership in a major one. /80	Demonstrates effective leadership in several major departmental projects. /100
4. Student evaluation and advisement	150	Routinely performs assigned advisement tasks. Incorporates sufficient testing into assigned courses to enable timely monitoring of students' progress and diagnosing their difficulties. /60		Participates constructively in a significant improvement of testing or advisement systems. /90	Assumes a leadership role either in the design of a major improvement in a student evaluation system or in the dept'l student advisement system. /120	Demonstrates effective dept'l leadership both in the development of student evaluation systems and in the operation and improvement of the student advisement system. /150

	MAX	RANK				
FUNCTION	PTS	Asst. Instr.	Instructor	Asst. Prof.	Assoc. Prof.	Professor
5. Other contributions to the college.	75	Minimal participation beyond departmental duties. /15	Willingly serves in a constructive fashion on a committee or in an activity beyond Departmental requirements. Shows potential for future contributions. /30	Serves constructively in a major committee or activity beyond Departmental duties. /45	Actively and successfully contributes to a major development in College policy, activities, or procedures, or makes a significant contribution to the College's In-Service program. /60	Assumes an effective leadership role in a major College committee or activity, which results in a substantial improvement in some area of student activities or College policy and procedures. /75
6. Other relevant professional involvement	50	Minimal involvement beyond College duties, except in pursuit of degree.	Maintains an interest and some routine involvement in extra-College professional activities.	Is actively involved in some area of outside professional activity and illustrates clearly his availability to and involvement with students.	Is constructively involved in a number of outside professional activities or supplements modest professional involvement by unusually extensive	Illustrates an exceptionally strong involvement in extra-College professional activities and/or establishes a pattern of

FUNCTION	MAX PTS	RANK				
		Asst. Instr.	Instructor	Asst. Prof.	Assoc. Prof.	Professor
6. Continued		/10	/20	/30	availability to and involvement with students. /40	extra-ordinarily extensive and effective availability to and involvement with students. /50

*Such involvement includes a combination of some of the following: design of new courses or programs, updating of existing programs, operational coordination of a complex program, development of academic policy recommendations, development of course or program placement system, development of student recruitment systems or informational materials, development of Community Service or International Education activities, facilities or equipment development, etc.

Figure 1
Faculty Performance Standards and Summary Evaluation

Developed by Mercer County Community College
William O. Gall
Associate Dean of Faculty

NAME ______________________ **EVALUATION INDEX**

	College Standard	Score This Evaluation	Average Score All Evaluations
Ass't Instructor			
Instructor, 1-3 yrs. Exp.			
Instructor, 4-8 yrs. Exp.			
Ass't Prof, 4-9 yrs. Exp.			
Ass't Prof, 8-11 yrs. Exp.			
Assoc Prof, 7-10 yrs. Exp.			
Assoc Prof, 10-14 yrs. Exp.			
Prof., 8-12 yrs. Exp.			

NAME ______________________ RANK ______________________

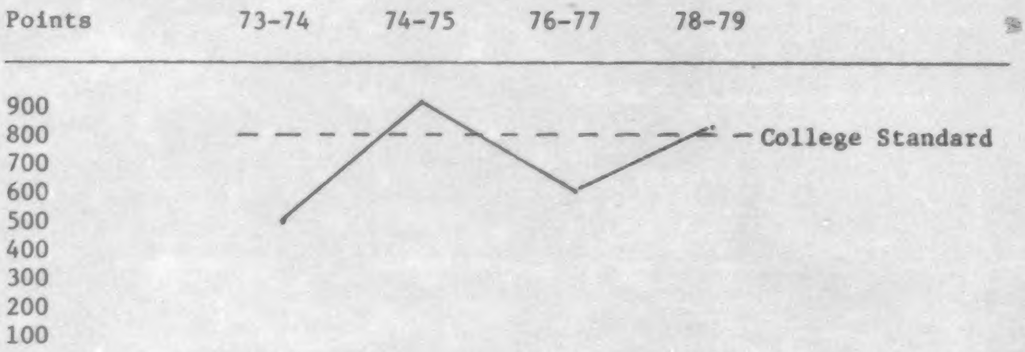


Figure 2
Evaluation Graph

FACULTY EVALUATION IN COMMUNITY COLLEGES

Charles R. Doty
Rutgers University
New Jersey
and
Rose Kocinski
Middlesex County College
Edison, New Jersey

In the Spring term 1975, members of the graduate class titled Issues in Technical Education concentrated on developing video recorded models of teaching and supervisory skills that might be used in personnel development programs in post-secondary institutions. As a result of this objective, the question of what teaching skills were essential for the community college instructor was asked.

It was decided that one way to determine essential teaching skills for community college instructors was to collect and analyze the evaluation instruments from all seventeen community colleges in the state of New Jersey. A letter requesting the instruments was sent to each college president. Within one month every college sent their instrument(s).

Sixteen of the colleges had an instrument or instruments that was used throughout the entire college. One college had an instrument for each department. It was decided to analyze the sixteen institution-wide instruments.

The analysis revealed that there are four major categories of assessment: 1) administrative evaluation of teaching effectiveness;

2) administrative evaluation of non-teaching contributions; 3) student evaluation of course effectiveness and; 4) student evaluation of the instructor. These are shown respectively in Figures 1-4.

In order to obtain some meaning from the data shown in Figures 1-4, a summary for each of the major categories was completed. The summaries, shown in Figures 5-8, show four columns of information. The first column gives the ranking, one being high. The second column is the faculty behavior and the third shows how many times this item was included in the sixteen instruments. The last column gives the percentage, i.e., the percentage of inclusion in the sixteen instruments.

The administrative evaluation of teaching effectiveness (Figure 5) has a major emphasis on a wide assortment of behaviors categorized under the broad heading--General Comments or Narrative. As specific instructor behaviors are delineated it is found that communication of ideas/knowledge by the instructor is held to be important by the majority of colleges, but only a small percent (13%-19%) regard as important behaviors that are directly related to this characteristic of teaching, i.e., stimulation of students to learn, interdisciplinary experiences for students, feedback from students and influence on students.

Figure 1

ADMINISTRATIVE EVALUATION OF TEACHING EFFECTIVENESS

	ATLANTIC COMMUNITY COLLEGE	BERGEN COMMUNITY COLLEGE	BROOKDALE COMMUNITY COLLEGE	BURLINGTON COMMUNITY COLLEGE	CAMDEN COUNTY COLLEGE	CUMBERLAND COUNTY COLLEGE	ESSEX COUNTY COLLEGE	GLOUCESTER COUNTY COLLEGE	MERCER COUNTY COLLEGE	MIDDLESEX COUNTY COLLEGE	COUNTY COLLEGE OF MORRIS	OCEAN COUNTY COLLEGE	PASSAIC COUNTY COLLEGE	SALEM COMMUNITY COLLEGE	SOMERSET COUNTY COLLEGE	UNION COUNTY TECH.	UNION COLLEGE
Communication of Ideas/Knowledge		X		X			X		X	X	X			X	X	X	X
Stimulation of Students		X					X		X								
Rapport with Students	X	X		X			X		X					X	X	X	X
Adequate Testing/Reporting/ Grading Procedure		X		X					X	X	X			X	X	X	X
Reliability														X	X		X
Development of Interdisciplinary Expertise for Students							X							X	X		
Uses Feedback from Students		X												X			
Willingness to Investigate New Methods				X			X			X	X				X		
Influence on Students					X						X						
Housekeeping/Security																X	X
Effective Use of Materials							X		X		X			X	X	X	
General Comments	X	X	X	X	X		X		X			X	X	X		X	X
Faculty Response	X	X		X			X		X			X		X			X
Organization of Subject Matter		X		X					X					X	X		

Figure 2

ADMINISTRATIVE EVALUATION OF NON-TEACHING CONTRIBUTIONS

	ATLANTIC COMMUNITY COLLEGE	BERGEN COMMUNITY COLLEGE	BROOKDALE COMMUNITY COLLEGE	BURLINGTON COMMUNITY COLLEGE	CAMDEN COUNTY COLLEGE	CUMBERLAND COUNTY COLLEGE	ESSEX COUNTY COLLEGE	GLOUCESTER COUNTY COLLEGE	MERCER COUNTY COLLEGE	MIDDLESEX COUNTY COLLEGE	COUNTY COLLEGE OF MORRIS	OCEAN COUNTY COLLEGE	PASSAIC COUNTY COLLEGE	SALEM COMMUNITY COLLEGE	SOMERSET COUNTY COLLEGE	UNION COUNTY TECH.	UNION COLLEGE
Participation in Curricula/ Course Development				X			X		X	X				X	X	X	X
Student Advisement				X	X		X	X	X	X				X	X		X
Degree in Which Individual Gives Beyond				X				X						X		X	X
Research/Publication/ Lecturing/Consultation				X	X						X			X	X		X
Human Relations		X	X	X										X	X	X	X
Professional Organizations				X										X	X		X
Professional Growth	X			X	X			X	X	X	X			X	X		X
Acceptance of College Goals			X	X			X	X		X				X	X	X	
General Comments	X		X	X	X		X		X				X	X		X	X
Faculty Response	X			X			X		X					X	X		X
Contributions College/ Community	X	X		X	X		X		X	X	X	X		X	X	X	X

Figure 3

STUDENT EVALUATION OF

COURSE EFFECTIVENESS

	ATLANTIC COMMUNITY COLLEGE	BERGEN COMMUNITY COLLEGE	BROOKDALE COMMUNITY COLLEGE	BURLINGTON COMMUNITY COLLEGE	CAMDEN COUNTY COLLEGE	CUMBERLAND COUNTY COLLEGE	ESSEX COUNTY COLLEGE	GLOUCESTER COUNTY COLLEGE	MERCER COUNTY COLLEGE	MIDDLESEX COUNTY COLLEGE	COUNTY COLLEGE OF MORRIS	OCEAN COUNTY COLLEGE	PASSAIC COUNTY COLLEGE	SALEM COMMUNITY COLLEGE	SOMERSET COUNTY COLLEGE	UNION COUNTY TECH.	UNION COLLEGE
Description of Course as to: Objectives/Content Clarified	X	X		X					X	X	X	X					
Course Organization	X	X							X		X						
Relevant/Fair Testing	X			X				X	X	X		X	X				X
Media/Materials Used Effectively				X													
Preparation Time	X			X				X		X	X	X	X				X
Level of Course	X	X		X				X		X		X					X
Level of Assignments				X						X							
Student Stimulation	X			X				X			X	X					X
Amount Learned		X										X	X				X
Improvements	X																X
Class Size			X									X					
Laboratory Facilities	X											X	X				
General Comments									X		X	X	X				X
Overall Rating of the Course									X		X	X	X				
Relevant Texts/Materials	X	X		X				X	X	X		X	X				X

Figure 4

STUDENT EVALUATION OF THE INSTRUCTOR

	ATLANTIC COMMUNITY COLLEGE	BERGEN COMMUNITY COLLEGE	BROOKDALE COMMUNITY COLLEGE	BURLINGTON COMMUNITY COLLEGE	CAMDEN COUNTY COLLEGE	CUMBERLAND COUNTY COLLEGE	ESSEX COUNTY COLLEGE	GLOUCESTER COUNTY COLLEGE	MERCER COUNTY COLLEGE	MIDDLESEX COUNTY COLLEGE	COUNTY COLLEGE OF MORRIS	OCEAN COUNTY COLLEGE	PASSAIC COUNTY COLLEGE	SALEM COMMUNITY COLLEGE	SOMERSET COUNTY COLLEGE	UNION COUNTY TECH.	UNION COLLEGE
Communication of Ideas/Knowledge	X	X		X				X	X	X		X	X				X
Speech	X	X							X		X	X					
Mannerisms	X	X							X		X	X					
Appearance		X							X			X					
Effective Use of Media/Materials	X	X										X	X				X
Level of Assignments	X	X	X									X					X
Variety of Teaching Techniques	X	X								X		X	X				
Recognition of Student's Ideas/Questions	X	X		X						X	X	X					X
Student's Stimulation	X									X		X					X
Effective Use of Class Time	X	X		X						X		X					
Tests-Relevant/Graded Fairly	X	X		X								X	X				X
Returns Exam Papers Promptly		X									X	X					X
Discipline of Class	X	X							X								
Self Control		X										X					
Rapport	X	X		X					X			X					X
Office Availability	X	X		X					X								X
Teacher Confidence												X					X
Student Advisement	X			X						X							
Reliability	X	X		X						X		X					
Range of Interests	X								X		X	X	X				
Teaching Improvements	X	X											X				X
Student's Grade Point Average	X	X		X													X
Overall Rating		X		X					X	X	X	X	X				X
General Comments	X	X							X		X	X	X				X

Rank	Faculty Behavior	Frequency of Rating	Percent
1	General Comments or Narrative	13	81
2	Communication of ideas/knowledge	10	63
3	Rapport with students	9	56
3	Adequate testing/reporting/grading procedures	9	56
4	Faculty response	8	50
5	Effective use of materials	6	38
6	Organization of subject matter	5	31
6	Willingness to investigate new ideas	5	31
7	Stimulation of students to learn	3	19
7	Development of interdisciplinary experiences for students	3	19
8	Uses feedback from students	2	13
8	Influence on students	2	13
8	Housekeeping/security	2	13

Figure 5

Summary-Administrative Evaluation of Teaching Effectiveness

Teaching effectiveness as viewed by management appears to be a highly personal accomplishment with few generally accepted behaviors held as essential to it. The subjectiveness of the instruments is evident due to the fact that of the 13 behaviors listed no more than 10 are included in the instrument of a college. Three of the colleges rely only on the general comments or narrative type of evaluation.

Rank	Non-teaching Contributions	Frequency of Rating	Percent
1	Contributions to college/ community	14	88
2	Professional growth	11	69
3	General comments	10	63
3	Student advisement	10	63
4	Participation in Curriculum/ course development	9	56
4	Acceptance of college goals	9	56
5	Human relations	8	50
6	Research/publication/lecturing/ consultation	7	44
6	Faculty response to institution needs	7	44
7	Degree to which individual gives beyond what's expected	5	31
8	Professional organizations	4	25

Figure 6

Summary-Administrative Evaluation of Non-Teaching Contributions

There was greater consensus among administrators regarding non-teaching contributions of faculty (Figure 6) than for teaching effectiveness. Contributions to college/community are included in 14 of the 16 evaluation instruments, however, the form these contributions take were not defined. Note that the degree to which an individual gives beyond what is expected and membership in professional organizations are considered by a small percent of the colleges, whereas professional growth is highly ranked. There is evidently little or no relationship between professional organization membership and one's professional growth as viewed by those who designed the instruments.

Referring to Figures 7 and 8, the evaluation instruments designed for students were more specific than those for administrator evaluation. The student instruments seem to include a balance of pedagogical skills reflecting an orientation toward the individual student plus an emphasis on efficiency and personality.

The results of this inventory of evaluation instruments used in the community colleges in New Jersey were distributed to ninety administrators and faculty representing all seventeen colleges. They were asked to critique this inventory. No critical feedback from any college was received so it can be assumed that this information is correct.

Rank	Characteristics	Frequency of Rating	Percent*
1	Relevant texts/materials	9	82
2	Relevant/fair testing	8	73
2	Preparation time	8	73
3	Description of course objectives, content clarified	7	64
3	Level of courses	7	64
4	Student stimulation	6	55
5	General comments	5	45
6	Course organization	4	36
6	Amount learned	4	36
6	Overall rating of the course	4	36
7	Laboratory facilities	3	27
8	Improvements	2	18
8	Class size	2	18
9	Effective use of AV media/ materials	1	9

*11 out of 17 N.J. community colleges reporting this instrument

Figure 7

Summary Student Evaluation of Course Effectiveness

Rank	Behaviors	Frequency of Rating	Percent*
1	Communication of ideas/knowledge	9	90
2	Overall rating	8	80
3	Recognition of students; ideas/questions	7	70
3	General comments	7	70
4	Tests--relevant/graded fairly	6	60
4	Rapport	6	60
5	Speech	5	50
5	Mannerisms	5	50
5	Effective use of media/materials	5	50
5	Variety of teaching techniques	5	50
5	Effective use of class time	5	50
5	Office availability	5	50
5	Reliability/consistent	5	50
5	Range of interests	5	50
6	Level of assignments	4	40
6	Student stimulation	4	40
6	Returns examination papers promptly	4	40
6	Student advisement	4	40
6	Teaching improvements	4	40
6	Student's grade point average	4	40

Rank	Behaviors	Frequency of Rating	Percent*
7	Appearance	3	30
7	Discipline of class	3	30
8	Teaching confidence	2	20
8	Self control	2	20

*10 out of 17 N.J. community colleges had this type of instrument

Figure 8

Summary Student Evaluation of the Instructor

There were no definite conclusions drawn from examining these instruments and, especially, very few clues as to what specific teaching skills might be essential except for the general area of communication of ideas and knowledge. Teaching skills in this area developed by the graduate class as models were lecturing, demonstrating a concept, demonstrating a manipulative skills, brainstorming and leading a discussion.

As a last comment it should be reported that a lawyer specializing in educational evaluation declared that in his opinion these instruments would not be definitive enough to hold up in court.

A MODEL FOR IMPLEMENTING PROGRAMS OF COMPETENCY BASED PERSONNEL DEVELOPMENT IN VOCATIONAL-TECHNICAL EDUCATION

Daniel E. Koble, Jr. and Mark Newton
Research Specialist Graduate Research Associate
The National Center for Vocational Education
Columbus, Ohio

Many studies have been devoted to the identification of tasks performed by personnel at the various functional levels of vocational-technical programs. Some of these lists have now been translated into competencies which are needed in order to perform tasks and in turn have resulted in the production of curricula for use in both pre-service and in-service personnel.

The primary question facing staff development persons who are contemplating the initiation of competency based programs is "What changes are necessary in order to implement such programs in my institution?" It would, of course, be impossible to come up with a universally applicable model to fit all situations. What we have attempted to put together in this document are a set of suggested sub-systems which, when combined, form a Competency Based Personnel Development System.

A series of related decisions must be made in order to develop a contextual framework upon which the system can be based. These decisions include:

1. What do we mean by "Competency Based Personnel Development" in our agency or institution? This should include a definition and goals and/or objectives.

2. What levels of job assignments (administration, teaching, etc.) and employment levels (pre-service or in-service) will be addressed in our system? A simple matrix can be developed to conceptualize the setting.

3. Are there adequate existing task inventories, competency needs statements and curriculum guides which can be adapted to a situation or must materials be developed? A computer search of the literature in addition to a search of the Task Inventory Exchange at the National Center for Vocational Education (Columbus, Ohio) should help decide this point.

When these primary decisions have been reached, consideration can be given to selecting the components (sub-systems) of the system. Such determination must be based on a knowledge of an ideal set of components. An assessment of the present organizational context is necessary for the purpose of determining if any of these components are in existence; how well existing components are functioning; and if they are not in existence is it desirable to install them.

The remainder of the discussion will be related to the development of a relatively comprehensive, ideal model for implementing a program of competency based personnel development for post-secondary vocational-technical education.

DEVELOPMENT OF THE MODEL

Figure 1 depicts a model competency based personnel development program. This model is generalizable to many educational settings even though the text which describes it speaks basically about vocational-technical education programs.

The sub-systems used are fairly comprehensive in scope. They constitute an elementary system which may be augmented with other components as the need for such appendages is identified in specific situations. Each sub-system is designed to facilitate and complement the central system goal. That goal is: "the personnel development program shall provide services and activities which will enable individual administrative, supervisory, instructional and supporting staff members in the organization to upgrade their required performance." Each sub-system is explained briefly in the text which follows.

ASSESSMENT SUB-SYSTEM

This component is the Alpha and Omega of the personnel development system. All pre and in-service education efforts must be based on the needs of the clients to be served. The needs are discovered through staff assessment. Similarly, assessment must take place at the completion of a personnel development activity in order to determine its effectiveness and needed follow-up.

The assessment sub-system is composed of several interrelated parts. Some of these are:

1. standards for staff employment and advancement

2. pre-employment assessment

3. performance assessment

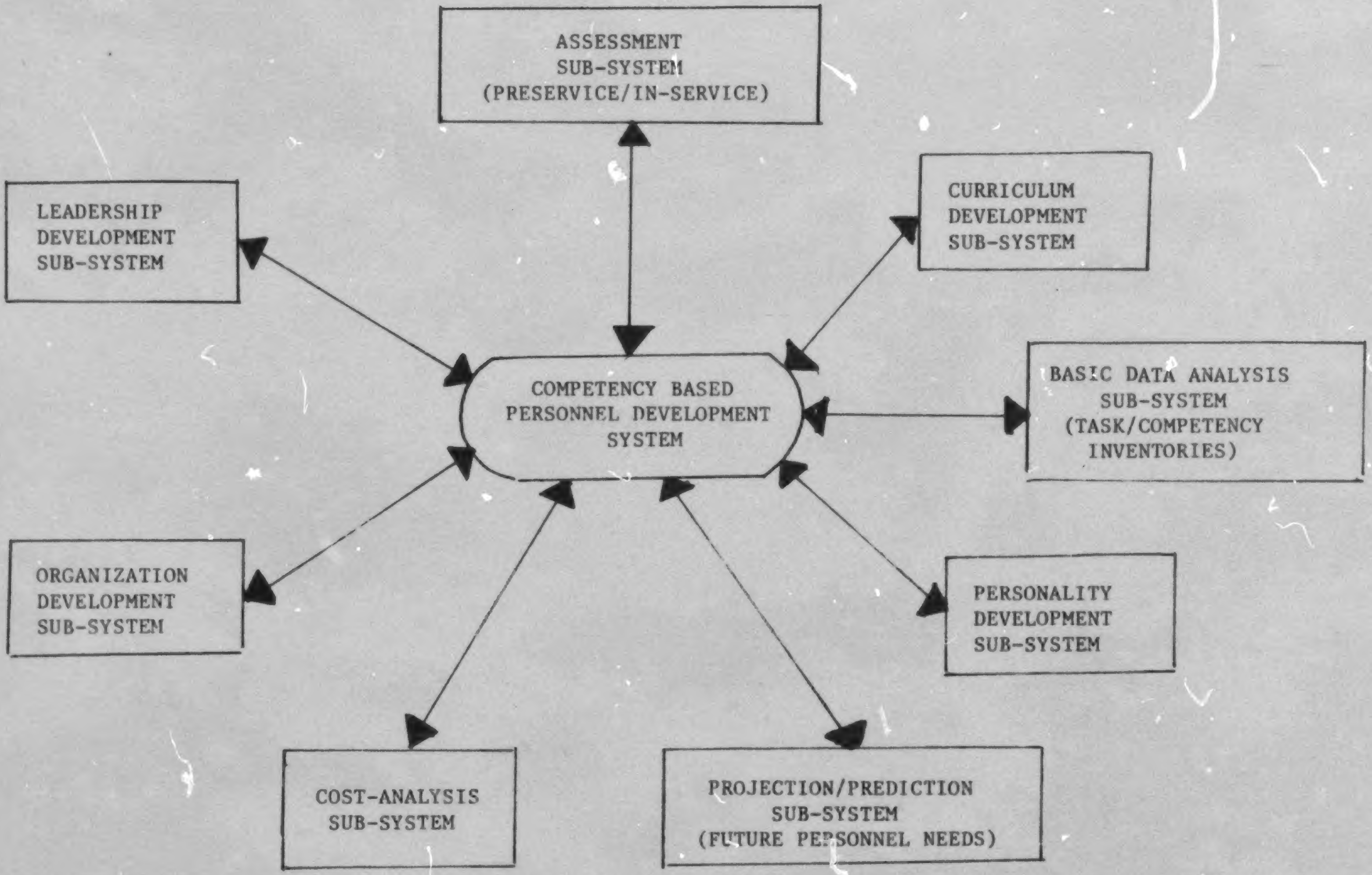

ASSESSMENT SUB-SYSTEM (PRESERVICE/IN-SERVICE)
LEADERSHIP DEVELOPMENT SUB-SYSTEM
CURRICULUM DEVELOPMENT SUB-SYSTEM
COMPETENCY BASED PERSONNEL DEVELOPMENT SYSTEM
BASIC DATA ANALYSIS SUB-SYSTEM (TASK/COMPETENCY INVENTORIES)
ORGANIZATION DEVELOPMENT SUB-SYSTEM
PERSONALITY DEVELOPMENT SUB-SYSTEM
COST-ANALYSIS SUB-SYSTEM
PROJECTION/PREDICTION SUB-SYSTEM (FUTURE PERSONNEL NEEDS)

Figure I

A Model for Competency Based Personnel Development in Vocational-Technical Education

Standards for Staff Employment and Advancement

Such criterion standards are usually based on the philosophy and goals of the organization. More specifically, they are usually based on the competencies needed to perform the duties and activities specified in the position description to be filled. The standards should be observable and measurable if possible. Items such as prerequisite experience and/or education are legitimate. Characteristics which may be identified by placing the candidate in a situation which simulates the conditions under which he/she will be working are desirable for inclusion. This use will be discussed under the component which advocates the use of an assessment center.

The following discussion of position descriptions may be helpful as a basis for developing standards for staff employment:

1. Position Descriptions for Personnel

It is extremely important that everyone in the organization understand their function and relationship in the education process. This is necessary for several reasons:

a. It can serve as a basis for developing standards for staff employment and advancement.

b. It gives productive and meaningful direction to one's activities.

c. It develops high morale and confidence in knowing that one is on the right track.

d. It minimizes the interpersonal conflicts which occur when one staff member invades another's turf.

e. It serves as a guide in the development of personalized evaluation criteria for programs and persons.

f. It gives organized direction to the orientation of new or reassigned staff members.

All too frequently position descriptions serve only two very shallow purposes: (1) they serve to guide the selection of replacement personnel; and (2) top management requires subordinate levels of workers to prepare and maintain copies in their files as evidence that "they know their jobs." Position descriptions must become more than an "academic exercise" if they are to contribute to the improvement of personnel programs.

2. Rationale and Procedures for Making Position Descriptions

In order for an organization to function effectively and efficiently, it must clearly specify the relationships of the component parts to one another and to the organizational objectives. Initially, three key relationships must be established and analyzed:

a. Responsibility--What are the obligations of an individual in performing the functions assigned?

b. Authority--Who has the right to decide what should be done and the right to do it, or to require someone else to do it?

c. Acountability--To whom is one to answer for one's performance?

The first relationship, that of assignment of responsibility, should be established and based on an analysis of the functions which must be performed to accomplish the objectives of that component of the organization. In delineating this relationship. functions assigned to a given individual should be grouped on the basis of homogeneity. Such assignments take advantage of the specialized backgrounds of personnel. In addition, efforts should be made to avoid assigning the same function(s) to two or more persons (unless the scope of program justifies it) and to avoid leaving gaps in responsibility for assignments.

The second relationship, that of establishing authority patterns, is commensurate with the delineation of the first. The assignment of authority should be based upon or accompany the scope of responsibilities delegated to a given individual.

Finally, the delineation of the requirements of accountability should be based upon the idea of single accountability. Each person should be accountable to only one superior. If the needs of the organization prevent single accountability, attempts should be made to insure the demands of the several superiors be coordinated so as not to contradict each other.

In order to clearly specify these three relationships, it is desirable that the duties and responsibilities to be performed within the organization be identified and divided into units that individuals are capable of performing effectively. This division of the work into separate jobs serves to define the organizational activities that each person is to perform. It also links these activities with those of other persons. Job or position titles should be kept general and brief to avoid confusion and add flexibility when needed. The duties of each job should be determined by the needs of the organization. If each job is not delineated through a process of prior planning and organization, it becomes an accumulation of tasks that just "occur" as the need arises. This may or may not serve to be an effective and efficient unit for contributing to the achievement of organizational goals. For example, sometimes the duties associated with a job may be those which have been gathered together by the incumbent or those which have been assigned to keep the job holder busy.

To assure that the planned relationships among the component parts to the organization are manifested in the behavior of the persons holding positions within the organization, it is necessary that the duties and responsibilities of each job be set forth in written form. Such a written statement at least partially precludes the possibility that a given task will be performed as intended and in a way that is consistent with the needs of the organization.

The written form usually includes two major parts:

a. Position Description--A written statement covering the duties and responsibilities assigned to a given position.

b. Position Specifications--A statement of the personal qualifications that an individual must possess to carry out the duties and responsibilities specified in the position description. These qualifications should be stated in the form of competencies. Position descriptions thus become competency based and can be useful in assessment and upgrading of personnel.

3. Position Analysis

The development of position descriptions and specifications requires that some type of analysis be conducted. A position analysis entails gathering, recording, and scrutinizing information relating to the operations and responsibilities of each position within the vocational organization. The first step is to prepare a list of all positions in the organization and their locations. Secondly, information should be gathered about each position. The information gathered should include such things as:

a. titles

b. number of employees in each position and their organizational location

c. name and/or title of immediate supervisor(s)

d. work or instructions received from and to whom delivered

e. materials and equipment used or worked with

f. salary level

g. complete listing of major duties, divided according to those performed daily, weekly, monthly, and estimated time spent on each

h. education and experience requirements

i. skills, aptitudes, and abilities required (competencies)

j. miscellaneous information and comments

The process of gathering this informaiton may be accomplished through the use of one or more of several techniques. It may be accomplished by interviewing incumbent personnel and/or their supervisors; by having either of these two groups complete questionnaires; by having incumbents keep a daily record of duties performed; or by checking previous records of tasks and accomplishments attributed to each position. Whatever technique, or combination of techniques used, every attempt must be made to assure the accuracy and completeness of the data gathered.

Once the information has been gathered, it must be analyzed in terms of its relationship to and implications for the planned program development. This analysis should address such questions as:

a. What types of tasks must be accomplished to meet the objectives of the organization?

b. How many of these tasks are presently being accomplished within the present organization or positions?

c. If they are being accomplished, is this division of tasks the most efficient and effective method for meeting the objectives?

d. Is the present allocation of responsibilities and tasks reasonable? In other words, how much work can any given employee reasonably be expected to accomplish? Are there inequities in this distribution of tasks which might be undermining the effective and efficient accomplishment of tasks.

e. Can the present distribution of tasks be preserved and still be effective in meeting projected organizational needs?

f. What are the projected manpower needs of the organization given its objectives? In particular, what specific position allocations may need to be changed, either in terms of numbers of persons or in redistribution of tasks.

After the analysis of this information in terms of its relationship to these and other relevant questions is completed, position descriptions may be written to specify the redistribution of tasks which results.

Writing the Position Description

There is no standard format for writing position descriptions relative to content organization. What is included and what is excluded varies with the purposes to which the descriptions are to be put. However, there are several sections which are generally specified. They include:

a. Position Identification Section--essentially made up of the position title and/or its organizational location.

b. Position Summary Section--which generally provides a short definition of the position to orient the reader toward understanding the detailed information which follows.

c. Position Duties Section--specifying in detail the major duties and responsibilities ascribed to the position. It should describe what the incumbent does, how he/she does it, and why. That description should include the materials and equipment used, the procedures followed, the degree of supervision given and received, and relationship to other positions.

d. Position Specifications Section--providing the skill requirements of the position, including the educational experience, and knowledge requirements. In addition, it may include the personal traits that are deemed appropriate.

In deciding what to include within these broad categories, there are several things which should be taken into account. Care must be taken not to overestimate the competency requirements of a given position. Rather, the requirements should be defined in terms of the minimum acceptable standards judged necessary for the successful performance of the tasks involved. Those functions which are performed only occasionally should not be allowed to distort the overall representation in the position. Further, it is extremely important that the inter-relationships among positions be checked. This promotes the integration of the work of the various positions. In addition, it is important that the descriptions specified are not too rigid, either from the viewpoint of the incumbent or the supervisor. A certain amount of flexibility must be allowed in order to accommodate the accomplishment of tasks which are unforeseen and unplanned.

Pre-employment Asssessment

Business and industry have been using the assessment center concept for years. Exercises such as in-basket and other job simulation techniques have proved to be not only successful but efficient as well.

Pre-employment assessment in education consists of having one person who is an expert in the field or position in case assess or evaluate the competencies or abilities of another candidate individual in that same field or position. This activity may involve candidates who are now outside the institution but who aspire to become employed or it may concern persons who are already employed in the institution and who are interested in changing to another (different) position.

This type of pre-employment screening is especially useful in vocational-technical areas where a ready supply of professionally prepared teachers is not available and it is necessary to rely on experienced persons from business and industry as instructors.

The following steps may be helpful in initiating a pre-employment assessment program:

1. Establish program goals and plan the program.

   Decide what should be accomplished by the assessment program then plan to facilitate these goals. The planning of assessment programs is relatively simple but the fitting of such a program into an organization's current personnel development program can be a sensitive process that requires much serious thought and difficult decisions.

   A good first step in planning is to review current literature for ideas and guidance. Several good resources are:

   Grant, K. W. and Slivinski, L. W. The Assessment Center Approach; A Literature Review and Implications for the Federal Government. Mimeo. Report, Personnel Assessment and Research Division, Public Service Commission of Canada, March 1970.

Kraut, A. I. A Hard Look at Management Assessment Centers and Their Future. *Personnel Journal*, May 1972, 317-326.

Mackinnon, D. W. The Identification and Development of Creative Personnel. *Personnel Administration*, 1968, 31, 9-17.

McConnell, J. H. The Assessment Center in the Smaller Company. *Personnel*, 1969, March/April.

McConnell, J. H. and Parker, T. An Assessment Center Program for Multi-Organization Use. *Training and Development Journal*, March 1972.

2. Implement the Program

It is best to begin in a small way with an isolated instructional area. As an example, assume you are attempting to find a mechanical engineering technology instructor. The following steps can be followed:

a. Organize an assessment task force made up of an incumbent mechanical engineering technology instructor, an engineering technologist from industry (or a foreman) and the staff person in charge of personnel development/selection.

b. Determine from all available sources the competencies needed by the new instructor.

c. Identify projective techniques which can be used to assess the candidate's competencies with regard to the position requirements. If no tests are readily available the task force should be able to develop a combination interview/simulation exercise in the laboratory.

Assessment centers can be operated in the institution's own facilities and may be expanded to include the assessment of all types of personnel.

The indoctrination and training of persons who serve as assessors is extremely essential. The process need not be a long one but should include: (a) discussion of the dimensions and competencies to be identified, (b) familiarization with the techniques to be used, and (c) practice in observing, recording behavior, and reporting perceptions.

It should be emphasized that the assessment center process may be expanded for use in diagnosing technical and professional deficiencies among employed personnel.

A sound personnel development program begins with the process by which the individual employee is selected for employment.

Performance Assessment

The basis for in-service upgrading activities with presently employed persons in education institutions should be a realistic and comprehensive staff assessment. This activity is a vital dimension of the performance assessment dimension.

The assessment of personnel requires the assessor(s) to differentiate and value human behavior. This is exceedingly difficult. But assessment is most important because of its potentially positive effects on the quality of education and because the members of any profession must be responsible for assessing their performance and for developing and attaining higher standards of competence.

The following are some activities which should be considered in organizing the performance assessment program.

1. Standardized inventories of personality, morale, and general performance attitudes are helpful devices for gaining a preliminary and supplemental insight into the individual and group to be evaluated.

2. Assessment procedures should never become stereotyped or limited to a single device. Persons to be assessed should have input into the way they would like to be assessed. A number of useful methods may be used:

    a. classroom and laboratory observations

    b. videotape recording of instructional or other activities by the person conducting the activity

    c. group or individual sessions with personnel

    d. assessments by students, parents, employers, and/or peers

    e. use of personalized criteria based on perceived needs (job targets, behavioral objectives, etc.)

Staff assessment should be designed to reinforce those factors which individuals are doing well and to improve those activities which are substandard.

Following are seven basic principles of personnel assessment:

First, there is no single pattern of behavior that should be adopted by all personnel. Each person must be assessed on the basis of his own unique, overall influence; he must also discover his own rules and criteria for measuring the effectiveness of his efforts.

Second, fear of professional or administrative reprisal through salary adjustment or dismissal must be minimized. Assessment as a basis for developing professional growth programs should be emphasized.

Third, a person must want to change before change can occur. In order that one's desire for change is self-directed, one must be in a position to share in the assessment activities. Even though administrative support is essential, the organization and conduct of assessment is basically a responsibility of the total profession.

Fourth, members of the administrative team must help professional staff members develop sound techniques of self-analysis and assist in the correct interpretation of judgments relating to accomplishments.

Fifth, professional assessment has too long been relegated to the category of something unpleasant which causes more trouble than good and which should, therefore, be avoided. To overcome this negative situation all professional staff must be shown the value on a personal basis.

Sixth, the findings of research--although often inconclusive--should be utilized in planning and operating the program of assessment.

Seventh, assessment must be based on a cooperatively determined concept of performance effectiveness.

The importance of planned assessment in a program of personnel development is firmly established. Assessment is the beginning point in the improvement of programs and services. Before desirable changes can be programmed a careful analysis must be made of the existing situation.

The criteria against which the person or program are measured may originate from one of two primary sources. First, and most frequently used, is the uniform rating instrument which is standardized either by the collective groups being assessed or by some outside agent. The second method is one where the democratic process is employed and the instrument is developed cooperatively on a one-to-one basis by the appraisee and appraisor. In this process personnel and group goals, aims, and objectives are considered in formulating the criteria. A third possible approach may involve the generation and use of a combination of the previously mentioned criteria.

The climate in which assessment takes place is exceedingly important. Assessment conducted in an ecology of threat, stress, low morale, artificial motivation, distrust, suspicion, or tension are doomed to failure from the start.

It is basically the responsibility of the institution to set the stage which insures proper outcomes. The following are suggested conditions to prepare an assessment program:

a. Professionals grow when they possess a feeling of achievement, have the respect of others, and feel self-esteem.

b. Professionals grow when they set up clear and worthwhile purposes within their reach.

c. Professionals grow when they have a varied, free, and open avenue of communication with others.

d. Professionals grow when they have a feeling of belonging to the group.

e. Professionals grow when they have the flexibility to experiment with their own hypotheses and plans.

f. Professionals grow when work activities are centered around relevant educational problems.

g. Professionals grow as they participate in experiences leading to an understanding of the total program of education.

h. Professionals grow when they have responsibilities they are capable of fulfilling.

i. Professionals grow when personal matters are satisfactorily adjusted.

j. Professionals grow when they are working in jobs they are trained to handle and for which they are emotionally and physically adapted.

k. Professionals grow as they are able to develop gradually and when they do not have to take on duties and responsibilities they are not ready to assume.

l. Professionals grow when they find economic security and have sufficient money to live the "good life" and to buy the small things necessary to mental ease.

m. The clarity of the professionals' purposes increases as they see definite results of their efforts. As they try many types of things and see results, they come to have an increasing clarity of purpose that will act as a guide for future action.

In order for the assessment process to be effective it must be continuous. This element of continuity may be achieved by building into the process the following three elements.

a. cooperative appraisal which includes:

--a clear definition of the appraisee's job and goals of the program for which he is responsible

--determination of job objectives or goals which are relevant to the individual's professional performance

--in-depth evaluation of achievements insofar as job objectives are concerned

b. psycho-dynamic appraisal which includes a series of group and individual conferences held by the evaluator for the purpose of "getting to know" the evaluated. He observes the subject in a group and individual setting.

c. formal structured appraisal which consists of an appraisal of the individual's overall performance and achievement as measured by a formal and structured rating instrument.

LEADERSHIP DEVELOPMENT SUB-SYSTEM

Perhaps the most complex goal which must be addressed by the personnel development system is in the dimension which deals with helping staff members achieve their full leadership potential.

Unfortunately for the task of cultivating leaders, there is no science of leadership. Leadership is not the function of a given status or authority as much as it is the quality of the relationship--the interaction--between leader and led. Leadership may be and is exercised at any level of an organization for, while the license to manage other people is given by higher authorities, the title of leader is a gift of the followers. The first objective of competency based leadership development, then, is to identify the characteristics, skills, and talents of effective leaders. If there are any traits common to all leaders, they are likely to be whatever traits help in the performance of the tasks of personal discovery, group adjustment, and consolidation of skills in the group-task situation. It must be noted too, that an act of leadership is never general but always specific.

Cribben (1972) describes leadership as "a process of influence on a group in a particular situation, at a given point in time, and in a specific set of circumstances that stimulates people to strive willingly to attain organizational objectives, giving them the experience of helping attain the common objectives and satisfaction with the type of leadership provided." This definition may be used as a basis for a systematic and empirical analysis of leadership in post-secondary education. By examining each of the key concepts it may be possible to identify and generalize the group, the situations and circumstances, and the common organizational objectives of such agencies and focus empirically on effective influence processes.

A second objective of the competency based leadership development program is to construct pre-service and in-service programs for the development of leadership skills and techniques. Leaders in education need more than a curriculum of effective techniques and a Dale Carnegie course. It would be a mistake to conclude that the major objective of a leadership education program is to provide techniques to develop and improve the skills of persuasion and guidance. Leadership education must not ignore the ideas and values held by leaders because there is a direct realtionship between the thoughts, beliefs, and values of influential members of a group and the quality of the membership and production of the group. The purpose of any educational program is to change behavior patterns, but it is more important for a program to concentrate on the overall patterns of thought and action, values and beliefs, and approaches to societal and organizational problems than it is to attempt to change how a leader performs specific tasks. Techniques are essential, but the program must not neglect the development of a leadership philosophy which encompasses organizational and social realities and emphasizes learning, understanding, and environmental control in the interest of creative human and organizational development.

To meet the first objective of identifying the characteristics, skills, and talents of effective leaders it is desirable to construct a conceptual scheme or paradigm. (A conceptual scheme is a method of classifying variables, relationships, and categories to identify areas where empirical analysis are possible.)

The squares in the paradigm (Figure II) are the major identifiable variables. They can be considered as follows:

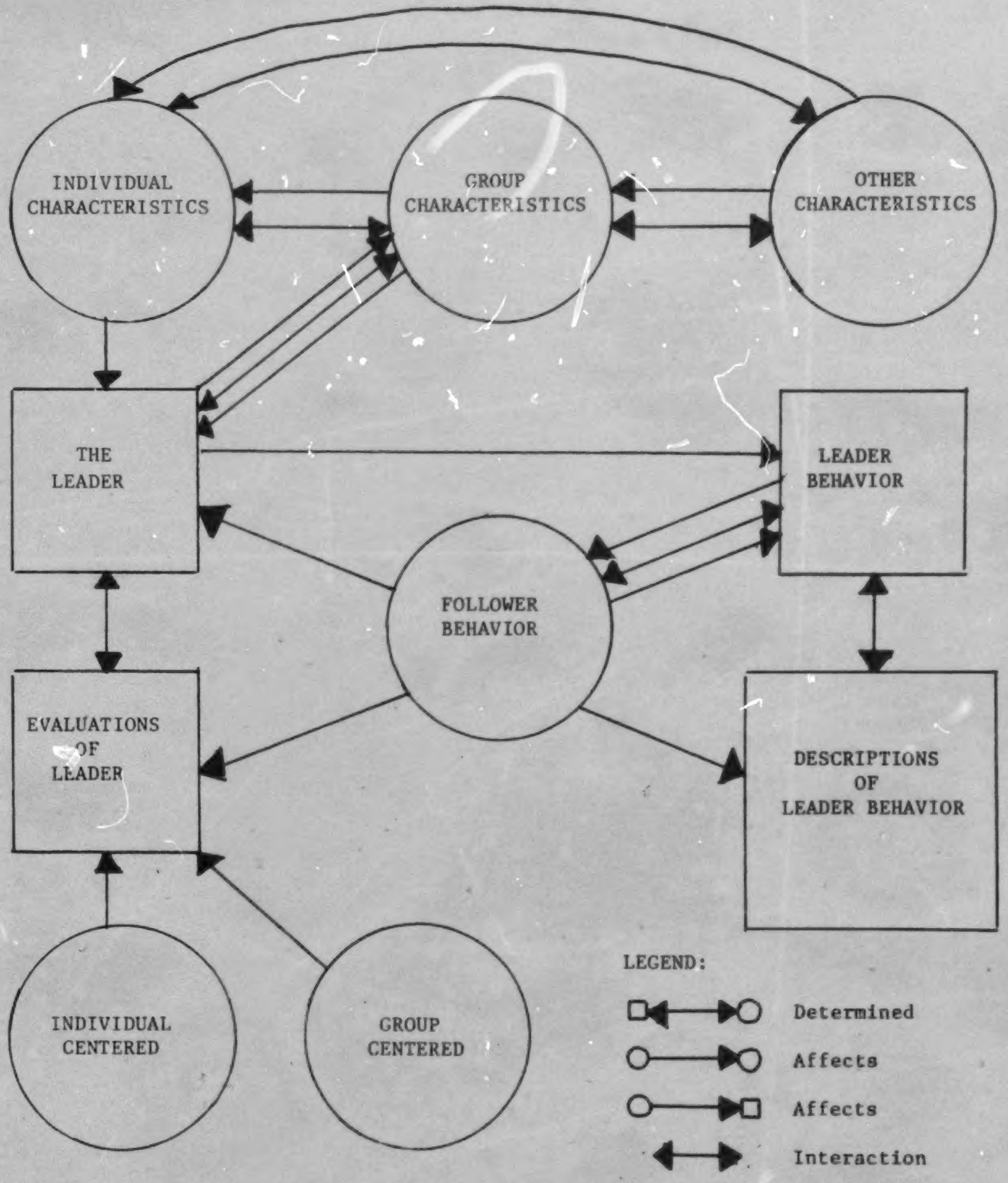

INDIVIDUAL CHARACTERISTICS
GROUP CHARACTERISTICS
OTHER CHARACTERISTICS
THE LEADER
LEADER BEHAVIOR
FOLLOWER BEHAVIOR
EVALUATIONS OF LEADER
DESCRIPTIONS OF LEADER BEHAVIOR
INDIVIDUAL CENTERED
GROUP CENTERED
LEGEND:
Determined
Affects
Affects
Interaction

Figure II

A Paradigm for the Identification of Leadership Characteristics

1. The leader may be any of the following:

   a. individual in a given office (appointed)
   b. influential or emergent individual
   c. individual chosen or elected

   The initial decision in the empirical task of identifying leadership characteristics is to decide which individuals are considered leaders and why. The leaders to be studied and the rationale for choosing them must be clearly specified. It is suggested that while it may be most convenient to select a population of possible leaders from categories 'a' and 'b,' elected or appointed individuals, a sample of influential and emergent individuals should also be selected for study.

2. Leader behavior may be analyzed or considered along several dimensions. The following four dimensions may be considered for use as criteria in analyzing leadership behavior:

   a. consideration (of other individuals)
   b. initiating structure (defining relations within a group)
   c. production emphasis
   d. sensitivity (awareness of what's going on in the group, e.g. conflicts)

   An alternative approach would be to isolate certain actions performed by the designated leaders and decide, preferably with a quantitative criteria, which actions are effective leadership acts. An effective leadership act may be defined as an act which solved the problem; an initiation of structure into interaction which contributed to group effectiveness.

   After the sample of leaders has been selected and it is determined what factors or aspects of their behavior will be analyzed, methods of description and evaluation must be utilized. Evaluations of the leader and descriptions of leader behavior must be included as major variables. Both are essential.

3. Descriptions of leader behavior to examine the content of the behavior--what the leader does and how he does it.

   It must be decided who will make the observations and descriptions and what method will be used. Descriptions should be straight forward and objective. In the paradigm (Figure II) the variables of leader behavior and descriptions are considered to interact because the descriptions could be used as an operational definition of leader behavior or could be used as an ideal to influence or encourage effective leader behavior.

4. Evaluations of the leader may be either group-centered or individual-centered.

Group-centered evaluations are measures of the success of the entire group and might include measures of goal achievement; group morale and integration; and group efficiency and survival. Individual-centered evaluation focus upon the personal success of the leader. Such evaluations might include number of votes of socio-metric choices for the leader; merit ratings, expressions of personal job satisfaction; or number of changes or initiation of structure-into-interaction acts. Evaluations of the individual leader may be made by his subordinates and/or superiors.

Although description and evaluation may often be carried out simultaneously, they are theoretically and procedurally two separate operations. Ideally, description should precede evaluation.

5. Follower behavior is a variable which can be observed.

Follower behavior can be considered as leadership climate, acceptance of the leader, identification with the leader, and follower satisfaction. Although follower behavior is not included as a major variable in the paradigm (Figure II), it is impossible to study leader behavior without considering follower behavior. An effective leader meets his objectives in a material sense but accomplishes nothing without followers.

The circles at the top of the paradigm (Figure II) are characteristics which affect the leader and are, therefore, theoretically important but are not major variables. They are too unique to the individual, the group, and time to be of empirical value.

6. The individual characteristics of the leader are important.

They include his personality (e.g., Is he authoritarian? Democratic? Sensitive? Self-confident? Intelligent? Does he have good personal adjustment?); biographical data; personal statistics; status and position in the group; and attitudes, values, and identifications (e.g., politics). While a leader is obviously influenced by his personal characteristics, he is also influenced by the characteristics of the group to which he belongs (even on a temporary basis).

7. Group characteristics affect the leader.

Group characteristics include the history and tradition of the group, its organization and structure, and the group activities, tasks, and goals. For theoretical purposes it must be noted whether or not membership in the group is voluntary. Staff positions in post-secondary agencies generally would not be considered as voluntary because it is necessary to be a member of the organization to make a living. In a non-voluntary group, the leader gains more or loses more from the performance of his followers than the leader of a voluntary group such as a church club. It is the follower behavior which distinguishes between headship and leadership and between management and manipulation.

8. Other characteristics which affect and interact with the group and the individual are those of their environment--the world around them.

Such characteristics would include geographical location, social and physical environment, and political situation.

All the categories and relationships are important in a complete theory of leadership but only a few variables and relationships should be considered in a systematic empirical analysis. The terms leader and leader behavior must be operationally defined before analysis begins. The personnel developer must specifically answer the questions: "Which individuals are the leaders?" and "How shall we determine what behavior can be considered as leader behavior?"

Once the operational definitions are specified the empirical operations must be selected. It must be decided what descriptions will be used, who will be describing, and what method will be used. Obviously, a systematic and rigorous method must be employed. The same decisions must be made for the evaluation procedures. The results of the evaluation and description can be used as feedback techniques for educating leaders. With quantitative, factual answers to the questions of "Who are the leaders?" and "What do they do?", it will be theoretically possible to construct a curriculum to develop leadership skills.

Another critical but more intangible relationship is that between leader behavior and follower behavior. It is this relationship which can be considered the process of influence referred to in the earlier definition of leadership. It may be difficult to empirically analyze a factor such as group morale, but it is crucial to develop a concept or understanding of the interaction between leader and led. The quality and content of this relationship is one gauge of the effectiveness of leadership. It is necessary for a leader to develop a social philosophy of values and ideas before he initiates this process of influence. The acceptance of followers, the morale of the group, and the realization of common objectives and mutual satisfaction are the goals of an effective leader. These are attained through the process of influence; the interaction between leader behavior and follower behavior.

The other variables, individual, group and other characteristics, are certainly theoretically important but may be omitted from empirical analysis. A consideration of individual characteristics of leaders has been attempted many times as a trait analysis of leadership. For many reasons, the concept of leadership traits is inadequate for personnel development purposes. Individual characteristics, however, are important for self-assessment before an individual begins a program of leadership education. Group characteristics and other characteristics must be considered constant in post-secondary institutions.

The second objective is to develop pre-service and in-service programs for leadership education. The following factors must be considered in designing such curricula:

1. Organizational Realities. Reality may be divided into three parts; the realities of the physical world, the social world, and the personal world. An individual either has a knowledge of the physical world by the time he is an adult or he must acquire it on his own. Social realities include established power relations, status hierarchies, and the standards, rules, and mores of society. It is one duty of leadership to help the group consider the social realities as a part of the problems to be solved. These considerations, however, are incidental to the personal realities of the group. Personal reality consists mainly of the personal problems, many of them subconscious, which prevent members from thinking and working effectively as a group. Leadership education must be concerned with what goes on in the group in terms of role, power, prestige, and status; and with dealing with the fears, anxieties, and hostilities making up the personal reality of each member of the group.

2. Leadership Patterns. Four variables may be considered in the development of the leader of a certain group. These are the personality of the leader, the nature of the group, the situation, and organizational factors. Organizational factors and the nature of the group were considered in the area of organizational realities.

   Each individual possesses unique patterns of abilities, skills, attitudes, habits, experiences, perceptions, preferences, sensitivities, values, interests, etc. Also, every situation is unique and calls for a different type of leadership behavior. However, humans tend to repeat successful actions, and situations within an organization seem to recur as the same type of situation with different variations.

Leadership education should first identify certain common leadership patterns; for example, democratic/authoritarian, and laissez faire leadership; formal versus non-formal leadership; and charismatic leadership. Second, a leadership program should help a leader gain insights into his own patterns of leadership. He should not attempt to pigeon-hole his personality but rather to analyze his common approaches to situations requiring his leadership behavior. Third, the individual should be trained and conditioned to accommodate his leadership actions to the demands of the situation. He should not expect to manipulate the situation to fit his personality. To meet this objective such techniques as simulation training and role-playing might be utilized.

3. Human Understanding--Developing Leadership Techniques. Most persons in education institutions are not paid primarily to lead but to accomplish organizational goals. Leadership is one of the instruments one may use. A leader must be able to interact successfully with people--superiors, subordinates, and peers. A potential leader must develop an understanding of the people with whom he/she interacts and develop a variety of strategies for coping with different situations.

   Different sub-areas of this global area of developing human understanding might include:

   a. understanding subordinates
   b. developing subordinates
   c. delegation of responsibility
   d. interactions with superiors
   e. personal adjustments
   f. development of self-concept as a leader
   g. communication skills--a leader's chief resource

   Of obvious importance as a technique of developing human understanding is a positive type of sensitivity training. There are many sensitivity training packets which can be procured as teaching techniques. There are also many excellent books available which can be adapted as textbooks. Two excellent references are Effective Managerial Leadership, by James J. Cribbin (New York: American Management Association, 1972) and Leadership and the Power of Ideas, by Martin Tarcher (New York: Harper & Row, 1966).

It is in the curriculum where the essential elements of leadership techniques are important because it is through smoothly functioning organizations that society produces and distributes goods and services, maintains order, improves health and welfare, and educates its people. It is, however, a further responsibility of the leaders of organizations to create and foster environments where persons can become committed to goals and activities which are meaningful to individuals, the organization, and society. Leaders must be committed people. They must develop a social philosophy, a framework or scheme of values, upon which knowledge, techniques, and skills can be tested, evaluated, and incorporated.

Committed leaders must therefore:

1. have a broad understanding of their society and world that reflects the social and technological realities of contemporary time,

2. concentrate much of their energies on one area of major organizational interest and competence,

3. be able to solve problems, within their area of interest and competence, in a scientific manner, and

4. be aware that they are educators because the organizational philosophy, policy, and structure they influence will determine the character of an environment which claims the time and efforts of many people.

The program to be developed for pre-service and in-service leadership education must function as a laboratory for social experimentation. The curriculum must enable the learners to develop a theoretical framework within which leadership techniques are related to the major principles of the social and natural sciences. Additionally, it is imperative that a system of values and assumptions exists that is in tune with the realities of the time.

A program of leadership education must emphasize a closer relationship between all personnel in schools, and teach leaders to apply the scientific method and valid educational theories to social and organizational problems. The program must not be finite; that is, the theoretical framework must undergo continual adjustment, challenge, and change.

ORGANIZATION DEVELOPMENT SUB-SYSTEM

The whole concept of competency-based personnel development is rooted in a very democratic base. The identification and utilization of tasks and competencies in curriculum construction cannot be accomplished without a great deal of cooperation and coordination among many individuals. It would naturally follow that competency-based programs should function best in an organization where the structure is open and democratic. The discussion which ensues will outline such a structure.

The Traditional Bureaucratic Organization

The typical educational agency has traditionally been a bureaucratic organization with well-defined offices or bureaus, somewhat well-defined jobs and responsibilities, and a more or less strict adherence to rules and regulations. Bureaucratic organizations typically have the following characteristics:

1. An organization of official functions bound by rules.
2. The specification of a sphere of competence for each member including (a) an obligation to perform functions which have been designated by a systematic division of labor, (b) providing the incumbent the necessary authority to carry out the functions, and (c) defining the means of compulsion that can be employed.
3. The offices are organized into a hierarchy, i.e., each lower office is under the control and supervision of a higher one.
4. The rules that regulate the conduct of an office may be such that they require specialized training of the incumbent.
5. Administrative acts, decisions, and rules are formulated and recorded in writing.
6. Incumbents are only subject to authority with respect to their impersonal official obligation.
7. Incumbents are selected based on technical qualifications and are remunerated by fixed salaries.

A bureaucratic organization assumes a high degree of certainty or stability both within and outside the organization. That is, in most interactions that the educational agency has with other organizations or individuals, it is assumed that all events are predictable or certain. However, most organizations do not have the pleasure of enjoying certainty in their environments. In the case of the educational agency, students, federal agencies, contractors, suppliers, teachers, and administrators make it impossible to assume that any event will occur with certainty. As the environment becomes more variable and complex, many organizations continue to act as bureaucracies even when it is no longer appropriate. For example, many educational institutions have been criticized for trying to treat students and teachers as though they were identical to each other. This occurs when rigid adherence to rules is the enforced norm of any organization. By strictly adhering to rules, many educational institutions have forgotten that the primary goal of the organization is to educate its clientele.

The increases in knowledge that have occurred in the past few years have been overwhelming to many education agencies. Management information systems are now frantically being assembled to assist administrators in the integration of vast amounts of information. This need for management information has introduced much risk and uncertainty into the organization. That is, there no longer is one source of information that will either support or refute a particular point of view; data is available from so many sources and is of such complexity that decisions are not easily verified.

Another factor that is causing the bureaucratic organization to become outmoded is the fact that new managerial strategies are necessary to cope with rapidly changing environmental conditions, proliferation of influences, and diversity of power groups. Previously, rules and regulations could be adopted for most situations and hence management was basically a controlling function, but today policy and procedures manuals are often outdated before they can be reproduced. Today, newer management techniques, such as management by objectives, PPBES, and goal setting are necessary to deal with the uncertainties that exist in the educational agency.

Along with traditional management techniques, the concept of centralization of authority in the top level management is being replaced by more decentralized approaches. The mass of information that is often needed for decision-making today is so vast that transmitting this information from the bottom of the hierarchy to top management may be a very expensive and time consuming process. Consequently, administrators are seeking ways to create an organizational climate in which complex decisions can be made by the people with the information, regardless of their location in the organization. A more dynamic organization differs from a more bureaucratic one in that:

1. Unrestricted exchange of ideas, criticisms, and advice improves communication.

2. Organization members are bound by a norm of service and a code of ethics to represent the welfare and interest of their client (students), rather than primarily promoting the interests of the organization. That is, a bureaucrat's decisions are expected to be governed by compliance with directives from superiors, whereas the nonbureaucrats (professional) are governed by internalized, professional standards.

3. Coordination of effort is accomplished by holding members accountable for attaining goals and objectives, rather than relying upon a hierarchy of authority.

Organizational Development

One method of moving from a bureaucracy into a more dynamic, flexible body is organization development. This is a planned, organization-wide effort that is managed from the top and seeks to increase organizational effectiveness and health through planned interventions in the organization's processes through the use of behavioral science knowledge. An organization development program is a planned change effort in that it involves a systematic diagnosis of the organization and the development of a strategic plan for improvement in the mobilization of resources to carry out this effort. An organization development program is related to the total organization in that an entire system rather than the sub-systems of the organization is changed. Such a program is managed from the top with administrators being committed to the program and actively supporting the methods used to achieve the goals. Efforts like this increase organizational effectiveness in that they accomplish the following:

1. Members of the organization manage their work against goals and plans for achievement rather than rules and regulations.

2. Decisions are made by and close to the sources of information, regardless of where these sources are located on the organizational chart.

3. Communication laterally and vertically is relatively free from distortion.

4. There is a high interchange of ideas and possible solutions, with relatively little energy spent in clashing over interpersonal difficulties.

Organizational development achieves its goals through planned interventions by using such processes as individual motivation, power, communications, perception, cultural norms, problem solving, goal setting, interpersonal relationships, intergroup relationships, and conflict management. Organization development capitalizes upon many processes in order to realize positive changes in organizational interactions. For example, individual motivation is enhanced by giving individuals more control over their work (autonomy) through goal setting and management by objectives. The process of setting goals also enhances communication between subordinates and their superiors and often includes group or team goals which foster cooperation. Goal setting is often followed by delegation of authority since the subordinate now knows how he is expected to perform (goals), rather than trying to simply please his superior. Once the superior perceives that subordinates can assume and do desire more responsibility in their jobs, he can delegate more authority to them. This process perpetuates itself and leads to increased effectiveness. Subordinates take more interest and leads to increased effectiveness. Subordinates take more interest in their work, are committed to the goals of the organization, communicate more with their superiors, and eventually their superiors delegate more authority.

As subordinates become more responsible for their jobs and see their duties more in terms of the organization's goals, the need for a hierarchy becomes less important. Relatively few levels are needed in an organization in which each member assumed the responsibility for his job, and many supervisory positions cease to be "controlling" oriented and become goal oriented. The reduction of the number of levels in an organization decreases the filtering of information, promotes efficiency by reducing the number of supervisory personnel, and enriches the jobs of subordinates. Organization development efforts usually adopt the following operational goals:

1. To develop a viable system that can be organized in a variety of ways depending on tasks. This means systematic efforts to produce flexibility in the way the organization operates, so that it can organize its members depending upon the nature of the task.

2. To optimize the effectiveness of both the stable (the basic administrative organization) and the temporary systems (the many task forces, projects, committees, etc. through which much of the organization's work is accomplished) by built-in, continuous improvement mechanisms.

3. To move toward high collaboration and low competition between interdependent units. One of the major obstacles to effective organization is the amount of disfunctional energy spent in inappropriate competition--energy that is not available for the accomplishment of tasks.

4. To reach the point where decisions are made on the basis of information sources rather than organizational role. This means that there is a need to move toward a norm of authority of knowledge, as well as the authority of role. It does not mean that decisions should be moved down in the organization; it means that top management should determine which is the best source of information to work with a particular problem.

An underlying assumption of organization development is that groups and teams rather than individuals are the basic units of organization to be changed as one moves toward organization health and effectiveness. Individual learning and personal change do occur in organization development, but as a spin-off (not a primary goal). An organization is a group effort. It is made up of individual work groups structured around specialized functions. Such groups rather than single individuals are the basic components through which an organization gets its mission delineated and accomplished.

Organization development efforts are indicated when any of the following organizational conditions occur:

1. The need to change a managerial strategy.

2. The need to change structures and roles within the organization.

3. The need to improve inter-group collaboration.

4. The need to open up communication systems.

5. The need for improved planning.

6. The need for a change in motivation of the work force.

7. The need for adaptation to a new environment.

8. The need to implement a competency-based personnel development program.

The Matrix Organization

The matrix plan is one alternative organizational pattern for creating an open and democratic climate in which competency-based personnel development programs can succeed. This format provides for basic administrative "skeleton," while incorporating a potential for great flexibility in assignments. Special project groups, task forces, and/or committees can be formed and dissolved without disrupting day-to-day operations. When problems are only vaguely understood, when solution strategies do not yet exist, and when resources have not yet been developed, groups of individuals with varying backgrounds organized into project groups or task forces foster the development of quality programs. Manpower redundancy is minimized by "borrowing" people for temporary or intermittent assignments.

Project teams can be used for almost any temporary task that is big enough or complex enough to require the establishment of a standard organization. By designating someone as a task force coordinator, the agency can create two main branches in the organization. One will be the operations branch involving the typical instructional and/or administrative personnel. The other, the task force branch, will be a parallel branch in the organization. It will "borrow" personnel intermittently or temporarily from the operations branch for special assignment on task forces. Figure III depicts this kind of organization.

As can be seen in Figure III, the coordinator of task forces will accept assignments from the chief administrator. The coordinator's main task is to develop task force groups, whose members are selected because of their expertise which relates to the particular problem of concern. The coordinator must have the authority and status within the organization that allows him to approach middle management personnel with requests for assignments of various individuals to task forces. Task forces should be made up of members from within as well as outside the agency or institution.

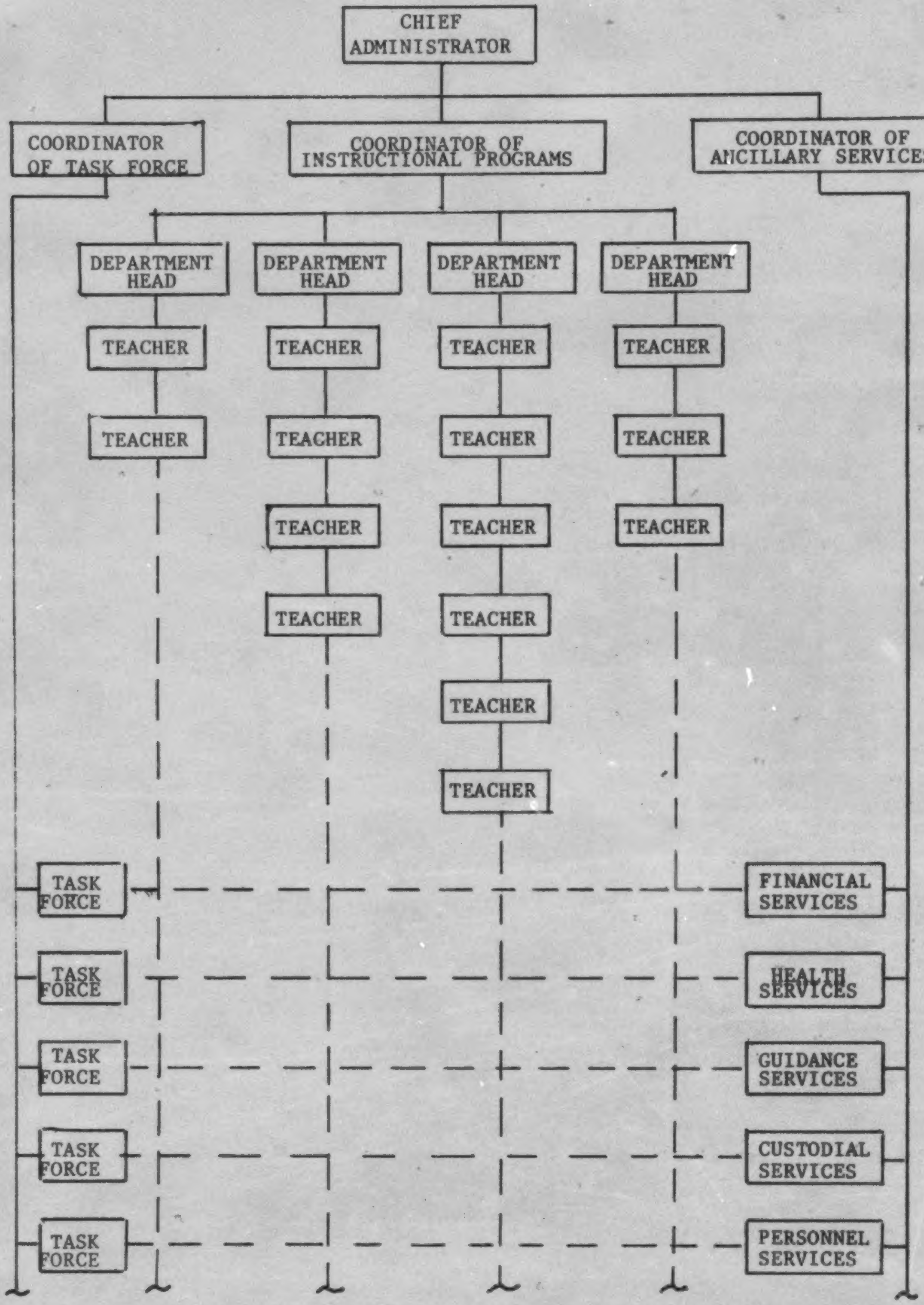

CHIEF ADMINISTRATOR
COORDINATOR OF TASK FORCE
COORDINATOR OF INSTRUCTIONAL PROGRAMS
COORDINATOR OF ANCILLARY SERVICES
DEPARTMENT HEAD
DEPARTMENT HEAD
DEPARTMENT HEAD
DEPARTMENT HEAD
TEACHER
TASK FORCE
TASK FORCE
TASK FORCE
TASK FORCE
TASK FORCE
FINANCIAL SERVICES
HEALTH SERVICES
GUIDANCE SERVICES
CUSTODIAL SERVICES
PERSONNEL SERVICES

Figure III

Matrix Organization

The coordinator must have a broad knowledge of the human resources available to the organization, and must understand the comprehensive spectrum of vocational education. This individual must also possess sound and accurate judgment so that personnel can be most efficiently and effectively combined into task forces or project teams. Task force membership should vary widely in personal and professional characteristics of the members, as well as the number of members in each group. One of the important functions of the coordinator is to insure that certain staff members are not overloaded while others are under-utilized.

Organizations which make the most effective use of new and improved technical and organizational procedures display the following characteristics:

1. The organization's personnel do not fear change.

2. They have as a pervasive value the desire to be excellent and to adopt new and better procedures.

3. They are receptive, consequently, to new ideas and practices and are able to use them well. They can be innovative with new ideas of their own.

4. The organization is flexible and adaptable. There is an organizational climate of expectancy that changing structure and methods will permit an even better performance.

5. Employees, supervisory and non-supervisory, participate (to the extent they expect and have the skills to do so) in decisions affecting them and their work.

6. There is high motivation to implement the decisions that are reached.

7. In short, the organization and its staff generally--rather than just some of its leaders--see change as a constructive force for progress, rather than a threat to be resisted.

The most effective way to organize an educational agency so that it applies new research findings like competency-based personnel development programs is through a matrix organization. In such an organization, the individual in charge of all short-term projects has to accomplish his goals by working collaboratively across institutional and functional lines of supervision. In such a system, organizational influence is secured, not through a grab for power, but rather by constructive problem solving in cohesive groups. The staff in a matrix organization is quite interested and willing to commit effort to innovative practices.

Research findings show that the results achieved by an organization depend both on the quality of the decisions and the extent to which those decisions are accepted. The matrix organization achieves better results than other systems for two reasons: First, its problem solving is better than the win-lose confrontation of other management systems and second, the decisions reached are executed with greater understanding and greater motivation by the personnel involved.

An organization is a group effort. It is made up of individual work groups structured around specialized functions. Such groups rather than single individuals are the basic components through which an organization gets its mission delineated and accomplished. By his own behavior, the work group leader (i.e., the manager, administrator, or agency head) becomes a major "linking pin," or a major obstacle, in helping fit his work group's performance into the total task of the whole organization. By his own leadership, he sets the example of how subordinates deal with him as a supervisor, and they with each other as individuals or as members of a peer group.

One factor which must be kept in mind is that a change in structure does not necessarily cause a change in the processes that occur within the organization. Changing the structure of the organization is the first step in a long-term organization development strategy. Changing the organizational structure is a necessary, but not a sufficient condition to bring about organizational effectiveness. Only by increasing the capabilities of the individuals within the organization, and fostering flexibility with the organization, can any educational institution become a dynamic organization in the future.

COST ANALYSIS SUB-SYSTEM

One of the principle criterion of any accountability activity is "cost effectiveness." Personnel development programs should be no exception.

There is a great need to design and perfect a practical cost-effectiveness analysis methodology which can be applied to pre and in-service personnel development.

Cost effectiveness analysis plays three roles in personnel development:

1. As a planning device it can assist in the selection of an innovative approach from several alternatives.
2. As an assessment device it can serve as an indicator of whether or not expenditures in a given area were justified.

3. As a monitoring device it can be used to decide if a given practice/program should be continued on the basis of return for expenditure.

The cost analysis sub-system may be defined as "a structured series of activities and techniques which facilitate a systematic examination of an alternative or single educational program/activity in terms of its advantages as measured by a fixed level and quality of outcome, and disadvantages, as measured by the economic cost."

Cost effectiveness as an analytical tool for assessing outcomes of single or alternative programs/activities in achieving specified objectives as related to costs consists of the following basic elements:

1. The Objective(s). One of the first and most important elements of the analysis is to specify certain goals or objectives in measurable terms.

2. The Alternatives. The second element is to identify the relevant alternatives in achieving the specified objectives of the program under study.

3. The Cost. The cost is estimated for each alternative to accomplish the objectives. In analyses for a multi-year time period, the cost can be measured with consideration of the discount rate.

4. The Outputs. The outputs are the expected results from an alternative program. They are often numerically expressed indicating the degree of actual performances or predicted outcomes resulting from an alternative.

5. The Effectiveness. Effectiveness is an expected output equivalent to the program objective or a measure of the extent to which the objective is achieved.

6. The Efficiency. Efficiency is a measure of the relationship between the output and the cost.

7. A Criterion. A criterion is an index or ratio used to rank the alternatives in order of desirability on the basis of the degrees of effectiveness over efficiency.

Much experimentation and innovative practice still needs to be undertaken before a workable cost analysis sub-system can be installed in the competency-based personnel development system. The first three elements; objectives, alternatives, and cost are easily determined for any program. It is the fourth element, the outputs, which are extremely elusive and difficult to measure in quantitative terms. It is, of course, imperative that both the cost and outputs be reported in numeric form if an index or ratio is to be computed.

This sub-system provides a challenge to researchers and practitioners which must be met if personnel development is to continue at an expanded rate.

PROJECTION/PREDICTION SUB-SYSTEM (future personnel needs)

The projection/prediction of future personnel needs in all job categories is an essential factor in the long range plans for personnel development. This is a complex process which may be more a function of planning than personnel development. Nevertheless, it is the personnel developers who must analyze available data and make expert judgments about future needs.

This projection/prediction output is input from annual and long-range personnel development plans. All pre-service and in-service activities should be predicated on these data. Likewise budget requests must be based on such data.

Several of the factors which must be analyzed in formulating projections/predictions are:

1. Anticipated technological or pedagogical developments which may require the retraining of personnel (e.g., change to the metric system).

2. A change in the type or scope of the business-industrial community (e.g., a change from heavy industry to service occupations and/or an anticipated influx of industry from another area).

3. Changes in the type and scope of personnel development programs at colleges or universities (e.g., the establishment or expansion of technology programs).

4. A change in student/parent interest which may change enrollment patterns (e.g., decreased emphasis on professional college preparation with an accompanying increased emphasis on technical programs or vice versa).

Projection of personnel needs is a matter of analyzing past trends and projecting on the basis of apparent directions. Prediction on the other hand is based on anticipated trends. Predicting may or may not alter projections. It is important, however, that projection/prediction be a simultaneous activity.

A need exists for someone to adapt projection/prediction techniques and devices which have been developed by manpower forecasters in business and industry to the needs of vocational personnel forecasting as well as to others areas, e.g., music, medicine, law, or art.

PERSONALITY DEVELOPMENT SUB-SYSTEM

Personnel who work in education are complex organisms made up of cognitive psychomotor and affective knowledge and endowed with unique personalities. They embrace both intrinsic and extrinsic values. The individual's personality is probably the most valuable working tool he or she possesses. This is only true, however, in cases where they have learned to use self effectively and constructively. An individual's personal traits and characteristics are exhibited outwardly in the following ways:

1. objectivity or lack of objectivity in performing assigned duties,
2. expressed values,
3. attitudes toward the job, self, and the personnel with whom he/she works,
4. capacity to facilitate the growth of others,
5. capacity to emphasize,
6. ability to motivate others positively, and
7. ability to communicate effectively.

Worker personality is important enough to warrant special treatment in the competency-based personnel development system. Professionals usually come to the organization with their personalities already well developed. All personnel developers can hope to do is provide a climate in which each unique personality can function to its fullest potential and to help workers establish a viable congruence between their personalities and role expectations.

In order to help individuals foster the full development and utilization of their personalities the following two steps are needed:

1. an assessment of individual personality characteristics,
2. an individual and/or group program to produce needed personality adjustments or changes.

One note of caution is in order here. It is best for the personnel developer to work closely with a competent psychologist or psychiatrist in the development and implementation of this sub-system.

Assessment of Individual Personality Characteristics

Standardized inventories can be used as a vehicle for assisting in the assessment of personnel personalities. A number of good and reliable instruments are available. When selecting and using such instruments the following guidelines may prove helpful:

1. Select an instrument which can be self-administered, self-scored, and requires a low level of time (45 minutes or less). (One such instrument is the Personal Orientation Inventory, developed by Everett L. Shostrom, and sold by Educational and Industrial Testing Service, San Diego, California 92107).
2. Select an instrument that measures personality dimensions which appear to relate to the individual job assignment (e.g., teachers--regard for nature of man, all men are good or bad).
3. Assure everyone that results are confidential and that they control the use of such information. They may or may not choose to share the results with others. (Although they should be persuaded that it would be helpful to have someone else share in the interpretation.)

Small group and individual sessions may prove useful in gathering information about personnel behavior, values, attitudes, and other external characteristics. Here are some guidelines to consider:

1. The personnel developer must minimize any feelings of threat he/she may potentially present to the individual or group. This can be done by limiting input to starter questions and non-controversial statements based on personal observations of situations. The leader should spend as much time as possible in listening and observing.
2. Structure groups to achieve certain desired effects. This can be done by keeping groups homogeneous or heterogeneous as needed (e.g., all teachers vs. teachers and guidance counselors--all aggressive persons vs. aggressive and non-aggressive persons--all minority persons vs. a racial mix).

A great deal of personality related background data can be gathered through the regular performance evaluation system as well.

Several significant uses can be made of personality information when personnel developers are taught to properly interpret such data. These uses:

1. Allow supervisory personnel to anticipate individual behavior in given situations.
2. Enable the personnel developer to guide and direct the professional growth process of individuals or groups.

3. Allow administrators to assign individuals tasks which fit their unique personality characteristics.

When the results of personality inventories are shared and the results of these inventories are analyzed under the direction of a competent supervisor the individual begins to possess a better understanding of his innerworkings. Once the individual begins to realize his strengths and is able to recognize weaknesses he has taken a giant step toward improving his work process under the supervisor's direction. An understanding of self by the individual should also aid in formulating realistic and attainable goals.

Professionals, in order to meet the requirements of their positions and to develop the type of climate in which learner growth and creativity can occur, must continually be ready to make personal and program adjustments. Seven characteristics of this adjustment are briefly reviewed here:

1. The individual must maintain an integrated personality. This involves a coordination of the person's needs and goal seeking behavior into a smoothly functioning interaction with the environment.

2. Conforming to demands of school society. The successful worker must have a degree of harmony with the standards of the peer group, students and professional leaders without surrendering individual spontaneity.

3. The individual must adapt to reality conditions. He must be willing to expose himself to present hardship conditions in order to make gains toward long-range goals.

4. The worker must maintain consistency. This is the qualitative facet which makes possible prediction of behavior and permits the assessment of adjustment.

5. The person must mature with age. He must make allowances for maturation and development of himself as an individual along with the concomitant growth of more complex adjustment processes.

6. The individual must maintain an optimal emotional tone. In the face of emotionally loaded situations, the well-adjusted person is neither constricted in emotional involvement nor overwhelmed by personal reactions.

7. The worker must contribute optimally to the school society through an increase in efficiency. He must have the assurance that adjusted behavior reaches beyond self-centered goals.

Personality assessment must be a continuing effort since changes and shifts can take place in individual feelings, attitudes, and behaviors. The mental health of personnel should be under continual monitoring, especially in times of great emotional, physical, and/or professional stress.

As a basis for fully understanding personality differences among workers we will need to take a look at the differences between the normal and abnormal period of personality adjustment experienced by individuals.

1. The normal individual seems to have a relatively well-organized personality; the abnormal a relatively disorganized personality. However, in paranoia, the personality becomes relatively well-organized, but psychotic, almost invariably beliefs are diagnosed as a delusional system because they markably deviate from customary beliefs. So, in spite of the seemingly inter-personal character of this distinction between the normal and abnormal personality, it has a cultural reference.

2. The normal person seems to be able to gratify his motives effectively by means of his behavior; the abnormal engages in ineffective behavior. However, psychopaths gratify their motives effectively, but by violating custom. Also, those who conform to inadequate customs are, by definition, engaging in ineffective behavior. Thus, the criteria of effectiveness and ineffectiveness tend to be culturally conditioned.

3. A normal person has a personality approximating the average of the peer group, the abnormal has an aberrant personality. However, it is at least theoretically possible that most members of a group may be neurotic or psychotic, in which case the aberrant personality may be neither. This is temporarily the case in mass hysterias.

4. The normal individual conforms to group customs; the abnormal is a deviate. However, in order to engage in effective behavior, it is necessary to violate inadequate customs. Also, a group of persons may have social laws which the neurotic or psychotic can assume satisfactorily; in which case he becomes a conformist. Thus, in a school society, neurotic aggression can be channelized in certain areas, and the neurotic, as a result may become a • successful and respected worker. Finally, conformity itself can be a neurotic symptom, as we see in the case of many ultra-conservatives in education.

As symbolic capacity that endows a person with foresight develops in an individual, there is a corresponding increase in ability to control one's behavior by anticipating its probably long-range consequences.

This increase in self-control is important in the supervisory relationship with the individual since it means a lessened need for control by an external authority. Conformity consequently becomes a relatively unimportant issue. The integratively adjusted person either conforms to group standards because its acceptance leads to the most rewarding long range personal consequences, or the individual rebels against authority, whether of persons, regulations, or customs, on considered grounds.

The ability of most people to assume an attitude toward the "merely possible" suggests that the normal individual has ideas and standards that he tries to live up to even though they often exceed his grasp.

Learning is not determined directly by pleasure or pain, but by the reduction of drives and achievement of adjustment. Organisms tend to repeat and learn responses that lead to tension reduction and to the completion of motivated activity.

Theoretical Framework for Understanding Personality

The following propositions relating to a theoretical framework for understanding the personalities of individuals who work in education are adapted from the work of Carl Rogers.[1] In describing man's behavior, Rogers feels that humanity is positive, forward-moving, constructive, realistic, and quite trustworthy. There are four significant facts in his formulation of a theory of personality. These major themes are the self as an experiencing mechanism, and the three subsidiary themes of self-actualization, self-maintenance, and self-enhancement. It should be noted that Rogers' theory of personality is a client-centered approach and pays great attention to the individual.

Propositions Relating to a Theoretical Framework of Teacher Personality

1. Each person exists in a continually changing world of experience of which he is the center. Individuals all live in their own private world of experience, in worlds that are never the same one day to the next. This viewpoint, of course, stresses introspection. It is called by some, phenomenology. The experience may be conscious or sub-conscious. When the experience is conscious, it concerns the world of symbols. One's private world can be known only to one's self.

---

[1] Rogers, Carl in Ledford J. Bischof. Interpreting Personality Theories. Harper and Row Publishers, New York City, 1964.

2. The person reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, "reality." Reality may be abstract to the philosopher but to the worker, reality is tested and accepted by his own perceptual system. When one has a perceptual system which is consistent for oneself, one has a certain degree of predictability upon which one can depend.

3. The professional reacts as an organized whole to this phenomenal field. One of the most basic characteristics of his/her life is the tendency toward total or organized goal-directed responses.

4. The individual has one basic tendency in striving--to actualize, maintain, and enhance the experiencing organism.

5. Behavior is basically the goal directed attempt of the professional to satisfy personal needs as experienced, in the field as perceived. All of these are basically related. Further, reactions are not to reality as others may see them but to the individual's perception of reality. Motivation exists primarily in the present. There is no behavior except to meet a present need.

6. Emotion accompanies and in general facilitates such goal directed behavior, the kind of emotion being related to the seeking versus the consummatory aspects of the behavior, and the intensity of the emotion being related to the perceived significance of the behavior for the maintenance and enhancement of the organism. Personality tries to integrate the two kinds of emotions, the unpleasant or excited feelings, and the calm or satisfied emotions. Perception determines the intensity of the emotional reaction.

7. The best vantage point for understanding behavior is from the internal frame of reference of the individual. What may seem to be meaningless and strange behavior to an observer may be very purposeful behavior to the individual. There are many drawbacks and immense difficulties in getting at the introspective feeling of any particular person. These drawbacks are a function of counterparts in our own life to the life of another individual. Consequently, we may become able to infer introspective behavior. Preconceptions on our part, however, may destroy the ability to see within the internal workings of another human.

8. A portion of the total perceptual field gradually becomes differentiated as the self. How the self develops is extremely difficult to study. We have not made too much progress in this area.

9. As a result of interaction with the environment and particularly as a result of evaluational interaction with others, the structure of self is formed. The self is an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the "I" or the "ME" together with values attached to these concepts. Experience with others helps to develop a sense of self. Supervisory influence is essential in this stage of structuring the self.

10. The values attached to experiences, and the values which are part of the self-structure, in some instances are values experienced directly by the professional. In some instances they are values introjected or taken over from others, but perceived in distorted fashion, as if they had been experienced directly. Experiences have values. These values may be direct experiences, gained from others, distorted, but whatever their source, they grow out of experiences.

11. As experiences occur in the life of the individual they are either (a) symbolized, perceived, and organized into some relationship to the self, (b) ignored because there is not perceived relationship to the self structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self. Again we find the self as a keystone to open perception or to perception which is below the level of consciousness.

12. Most of the ways of behaving which are adopted by the person are those which are consistent with the concept of self. The self hopes to maintain behavior which is consistent with the picture it has of the self.

13. Behavior may, in some instances, be brought about by organic experiences and needs which have not been symbolized. Such behavior may be inconsistent with the structure of the self, but in such instances the behavior is not "owned" by the individual. When behavior is not controlled, it is regarded as not belonging to the self.

14. Psychological maladjustment exists when the worker denies to awareness significant sensory and visceral experiences, which consequently are not symbolized and organized into the gestalt of the self-structure. When this situation exists, there is a basic or potential psychological tension. The personality cannot actualize itself if the experiences are not true to the real self.

15. Psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the individual are, or may be, assimilated on a symbolic level into a

consistent relationship with the concept of self. Inattention is reduced when the personality has a new feeling about itself.

16. Any experience which is inconsistent with the organization or structure of the self may be perceived as a threat, and the more of these perceptions there are, the more rigidly the self structure is organized to maintain itself. Events which threaten the personality may frequently make the personality stiff and rigid.

17. Under certain conditions primarily involving a complex absence of any threat to the self-structure, experiences which are inconsistent with it may be perceived, and examined, and the structure of self revised to assimilate and include such experiences. Change in a personality comes about when the personality can accept a new facet of itself.

18. When the individual perceives and accepts, into one consistent and integrated system, all sensory and visceral experiences, then the individual is necessarily more understanding and accepting of others and their individual differences. When the personality can develop a consistent self concept, it develops a good interpersonal relationship as a natural result.

19. As individuals perceive and accept into their self-structures more organic experiences, they find that they replace their present value systems--based so largely upon introjections which have been distortedly symbolized--with a continuing organismic valuing process. As individuals gain confidence in the valuing process, they find the old systems unnecessary and no longer threatening.

20. The professional desires social esteem. At times, the desire to be right and praised and esteemed worthy by others in society over takes and over-rules the values that the individual desires. When it is important for the personality to be considered worthwhile by others, it may over-rule the inner functions and inner dynamics of the organismic self.

21. An extremely strong desire for self-esteem operates in a parallel system with the desire for social esteem. Because workers have this need or desire for self-esteem which grows out of experience, it is possible for the personality to ignore the pressures of society which gave the individual the desire for social esteem.

22. Because of the forces, desires, and demands of social and self-esteem, there develops an attitude of self-worthiness. The condition of self-worthiness helps the individual in the hurly-burly of everyday life. Therefore, the personality which feels worthy of something helps buttress the desire for self esteem in his capacity to obtain the feeling of social esteem.

General Considerations

1. One of the greatest strivings of the personality is for self-consistency.

2. The personality or self attempts to seek independence, greater spontaneity, and integration of all the life forces that impinge upon it.

3. When the self attempts to change its behavior, the change results not only from learning. Changes in one's picture of one's self are highly involved. In short, the personality is more than a learning mechanism. It looks within itself to determine that whatever it is learning is worthwhile, follows its own value system, and can be integrated into the self picture.

4. Personalities desiring to examine what they are can best "explore within" rather than coldly or objectively "observe the self."

It is obvious that our theoretical framework of personality is pointed toward one goal, and that is an examination or consideration of the self. The self may be defined as the awareness of being, functioning; the strivings, emotional feeling, and ideas that the individual recognizes, interprets, and values as his very own.

Subsidiary Themes Related to Consideration of the Self

1. Self-Actualization Theme

The term self-actualization is a convenient one, though not necessarily all-inclusive, for the dynamics which describe a human being as starting as an infant and growing to adulthood. We consider in self-actualization all the processes by which one can differentiate one's self from others and one's organic functions from social functions and moves in the direction of self-responsibility. Before the personality can do anything at all, it must actually begin. Self-actualization goes from the simple to the complex. It begins at conception and continues throughout maturity. The goal the individual most wishes to achieve, the end which one knowingly or unknowingly pursues, is to become one's self.

The urge to create seems to be innate or inborn. It follows, then, that the greatest thing the professional can create in an entire life span is the self. The self is the epitome of creativity. Out of the self that the professional creates from childhood emerge all the other things that are normally considered as creative: artistic works, inventions, social systems, but the worker has to create a self before anything else can be created.

One of the central themes in actualizing a self is to undergo as many experiences as possible. Only by the personality experiencing activities and knowing what it is experiencing can the self be actualized. Some of the experiences the personality goes through may not be at the fully conscious level. There is a difference between the conscious and unconscious levels of experiencing. One of the prime factors in experiencing which leads to a true self-actualization is congruence: being aware of and being open to all the experiences which are integrated by the self. It is not enough however, simply to experience things in haphazard fashion with no other dynamics involved. Experience must tell one its own meaning.

2. Self-Maintenance Theme

Once the professional has become actualized to the fullest extent possible, self-maintenance must continue. It is not enough to be something, one must keep being something.

It is generally considered that at the self-maintenance level one achieves self-understanding at its fullest potential. The self-maintenance level brings out the richness, maturity, and ramifications of total personality. Self-maintenance dynamics operate from current pressures or tensions. Behavior is not directly caused by things which happened in the past. There is no behavior except to meet a present need. This is not to deny that behavior is caused by past experiences. It is that we can never accurately know those causes, which are often complex and remote. The best way of understanding behavior is in terms of the function it serves in the present.

Self-maintenance is not to be confused with homeostasis. Individual professionals move and change, and therefore there is a "flow" in the continuum of life. To put it briefly, life is a process, not a position.

As part of the process of maintaining one's self, the worker should have an "openness of experience." Only as a worker is willing to try new things can there be a constructed feedback of the self. If the workers personality ignores the richness of the process of experiencing for self, he is likely to create an extremely faulty frame of reference.

3. Self-Enhancement Theme

As much as the person wishes to get started in self-actualization and then keep and enrich what he had in going beyond dead center by self-maintenance, the personality also wishes to enhance itself. Life is more than getting and preserving what we have. One also wishes to transcend the status-quo.

Self-enhancement does not flow smoothly but consists of struggle and pain. It is a process of going backward and forward; the losing and gaining of goal structures.

It is a professional's privilege to enhance himself. They should be more than a robot or controlled ploy of another individual. There should be complete freedom for the individual to enhance his own personality. The subjective value choice of any given personality must never be threatened. We must use the behavioral sciences in ways which will be free, not controlled; which will bring about constructive variability, not conformity; which will develop creativity, not contentment; which will facilitate each teacher in his self-directive process of becoming; which will aid individuals, groups, and even the concept of science to become self-transcending and freshly adapt to ways of meeting life and its problems.

Attention must be given to the self-actualization, self-maintenance and the self-enhancement of individual personalities in planning a personality development sub-system. Advice and guidance must be secured from a competent and reliable psychiatrist or psychologist in planning and implementing the sub-system. If done properly such a program can have a great positive impact on overall effectiveness and morale of individual workers in an institution.

BASIC DATA ANALYSIS SUB-SYSTEM (Task/Competency Inventories)

The foundation of any competency-based personnel development system must be laid on the tasks persons in the organization perform and the competencies requires to perform these tasks. Such tasks and competencies should become evaluative criteria for determining worker deficiencies and needs as well as a framework upon which to construct the curriculum for overcoming identified deficiencies.

The basic data analysis sub-system is concerned with two primary activities:

1. the identification and inventorying of tasks performed by workers

2. the identification of competencies needed to perform the tasks

The following is a brief discussion of each activity:

Task Inventories

Typically task description and inventory techniques have been applied to workers performing manual tasks in jobs that can be readily observed. The inventory of supervisory, administrative, or instructional positions, such as those held by most professionals in education, has occurred relatively infrequently. Thus, there exists no one "accepted" method. It is, therefore, necessary for a reasonable and reliable method to be selected or developed for this sub-system. The following is an attempt at outlining such a method.

1. A comprehensive list of candidate tasks must be developed. Such a list must address every conceivable job related activity which could be performed by a person in the target position. This may be accomplished in one of several ways:

   a. Position incumbents may be surveyed in an open-ended style by asking them to "write down every task you perform as a part of your job."

   b. A committee of job incumbent experts may develop such a list.

   c. An independent observer may record what the incumbent does.

   d. The incumbent may be asked to keep a record or diary of his/her activities.

   (The first two methods are the only practical ways to record the tasks performed by professionals.)

2. All candidates must be screened for duplicates, edited for clarity, brevity, etc. and formed into a list of candidate tasks.

3. Job incumbents should be asked to respond to the prepared task inventory in relation to the perceived importance/difficulty of each candidate task. Responses may be made on a six-point scale such as the one depicted in Figure IV.

4. The instrument shown in Figure IV is a fixed response questionnaire. Task statements are segmented into action words and task areas. The action word indicates the type of activity performed within a specific task area.

5. Frequency distributions and means can be calculated for each statement. Significant tasks can be selected on the basis of a pre-determined cut-off score.

6. A list of most significant tasks based on importance to the job and difficulty of performance can then be constructed.

RATING SCALE: As a part of my position, this task:

0 = does not apply; not a part of my position
1 = is not very (important, difficult)
2 = is slightly (important, difficult)
3 = is moderately (important, difficult)
4 = is very important, difficult
5 - is extremely (important, difficult)

ACTION WORD	TASK AREA	IMPORTANCE	DIFFICULTY	CC*
approve	technical programs	4	3	
coordinate	"	0	0	
develop	"	5	1	
direct	"	0	0	
establish	"	3	5	
evaluate	"	3	3	
plans	"	2	4	
survey	"	0	0	
WRITE IN ADDITIONAL ACTION WORDS				
disseminate	technical programs	3	3	
maintain	"	5	2	
promote	"	5	4	

*card column (CC) for keypunch purposes only

Figure IV

Example of Task Analysis Instrument

Competency Inventory

The methodology for identification of competencies is based on the assumption that the operation of a vocational education institution has one primary function. That function is to help people enter and progress in a job. Thus the function of such an agency can be subsumed under the process of education or instruction. This assumption does not overlook the fact that there are many ancillary services which facilitate the instructional process. All non-instructional functions must be studied in terms of their relationship to the educational process.

Following is a suggested set of procedures for converting job tasks to competencies needed to perform those tasks:

1. Competencies are defined as the knowledge/understandings, skills and attitudes necessary to perform a given task.

   Knowledge/understandings are the conditions of knowing something with familiarity gained through experience or association; the power to make experience intelligible by applying concepts and theories. Skills are defined as the ability to use one's knowledge and understanding effectively and readily in the execution of tasks. An attitude is defined as a mental position, feeling, or emotion toward a fact or state; a predisposition to act in a certain way; a state of readiness that influences a person to act in a given manner.

2. In order to reduce redundancy in the competency generation, clusters of action words should be used rather than using single task statements or action words. Tasks should be clustered based upon the similarities of action words. That is, tasks should be clustered in accordance with judged similarities required of humans to perform those tasks. For instance, it is likely that "to plan" will be an action word common to many task statements, and that it may be associated with other action words such that the knowledges, skills, and attitudes needed to perform planning and associated activities could be generated at the same time. As depicted in the right-hand column of Figure IV, the action word "to plan" is clustered with the action words "design" and "predict." The competencies needed to "plan" are similar to the competencies needed to "design" or "predict." It would be wasteful to separately generate competencies for different action words which all involve similar abilities, when it could be done once and more exhaustively for one cluster of action words. The action words, plan, design, and predict, are clustered under the general function of designing as seen in Figure IV. For this function, the following competencies are needed:

A. Knowledge of
   - the planning process
   - basic problem solving procedures
   - the decision-making process
   - schematic techniques for planning (PERT)

B. Skills in
   - making decisions
   - estimating resources
   - receiving and assimilating information
   - arranging activities in a logical sequence

C. Attitudes that
   - planning is a worthwhile and fruitful endeavor
   - program quality is strongly influenced by the quality of planning that precedes the program

3. A committee of experts can be used to generate competency requirement statements for each of the action word clusters as shown in item number 2. Human judgment is necessary in this state since the translation of observations of events to useful data inevitably requires a human semantic operation. This becomes an act of judgment in a greater or lesser degree.

4. The competencies must be edited to eliminate overlap and redundancy.

The competency list can be utilized in the construction of pre or in-service curricula. The tasks under each competency can be used as examples for instructional purposes under each competency unit.

The basic data analysis sub-system is an extremely important part of the entire competency-based personnel development system.

CURRICULUM DEVELOPMENT SUB-SYSTEM

The personnel development curriculum should have the following characteristics:

1. Responsiveness to the needs of both pre-service and in-service staff.

2. An organized sequence of instructional units.

3. Units that are arranged in such a way that learning in each unit is accomplished independent of other units.

4. Units that are based on the competencies required by staff.

5. Units that are adaptable to individual as well as group instruction.

Competency-based curricula are achievement-based whereas, traditional curricula are experience or activity-based.

There are several well-defined steps which should be followed in designing a personnel development curriculum. They are:

1. Diagnosis of the educational needs of the clientele to be served. (Use Competencies as criteria.)

2. Formulation of objectives.

3. Selection of unit content to be covered.

4. Organization of content into sequential steps.

5. Selection of appropriate learning experiences to fit content and clientele.

6. Organization of learning experiences.

7. Choice of methods for evaluating the instructional process and outcomes.

In-service programs are generally the most prevalent types of personnel development activities which are conducted in post-secondary schools. Personnel developers in business and industry have recently begun to question the effectiveness of conventional in-service methods. Many feel that such methods have not achieved important and desired attitude or behavior modifications.

Perhaps it is time that we take a long, hard look at the conventional in-service education programs we are using in education. In order to examine this situation we must create a hypothesis about in-service programs where conventional training methodologies were utilized:

1. The education resulted only in limited, if any, attitude change.

2. There is almost no evidence to support the contention that the little attitude change that did take place was of a sustained duration.

3. There is almost no evidence that conventional education resulted in on-the-job behavior changes of significant duration.

It may be helpful to define what is meant by conventional in-service activities. Conventional methods generally consist of the identification of a topic or topics by various means. These topics may or may not be perceived by the clientele as being important. The learning experiences generally consist of group meetings where either a local "expert" or an imported "expert" proceeds to "tell" the participants how "it" is. Typically there is little or no follow-through with participants after the series of meetings are completed.

We must also answer the question "What is it that we hope to accomplish through in-service education?" There are usually several outcomes which are sought. Among them are:

1. providing information about new programs, policy, and procedural changes, etc.

2. attitude change,

3. behavior change, and

4. developing or upgrading various programs.

Conventional in-service programs have generally been more successful in accomplishing purposes 1 and 4 than in achieving 2 and 3. This is probably due, at least in part, to the fact that 1 and 4 elicit commitments and produce results which are largely external and visible whereas 2 and 3 are more likely to develop commitments and results which are more or less intrinsic.

One commonly held belief among many personnel developers is that in-service training efforts will result in an attitude change which will then be translated into a behavior change. There is, however, some doubt about the extent to which this happens. This gives a good rationale for questioning the efficiency and effectiveness of conventional methods. This concept is illustrated by the first sequence of events in Figure V.

Another not so commonly held belief is that to obtain lasting change one does not try to change people, but rather to change the organizational constraints which oeprate on them. This tenent is shown by the second sequence of events in Figure V. Behavioral psychologists specializing in attitude change have directly challenged the concept that attitude is directly linked to behavior. There is probably some link between attitude change and behavior change but it is not clearly understood at this point in time. For our purposes then, we will hypothesize that changes in attitudes are not necessarily accompanied by changes in behavior. Furthermore, when changes in behavior do occur, they are rarely, if ever, general or enduring.

The question then arises: "What is an alternative approach to in-service education which will achieve desirable behavioral changes?" The following is one optional method:

Stimulus Used to Start the Change Process		Primary Effect		Secondary effect
Influence effort*	→	Attitude change	→	Behavior change
Structural change**	→	Behavioral change	→	Attitude change

*Training, consultation, reasoning, exhortation, persuasion, etc.

**Change in job content, interaction patterns, work procedures, physical arrangements, etc.

Figure V

Alternative Approaches to Achieving
Attitude and Behavior Change

Structural change can lead to behavioral change which may lead to attitude change. Behavior is frequently a function of job structure or organization. Structural change influences job performance (e.g. forced school integration produced behavioral changes on the part of many staff members which in many cases changed attitudes about minority students).

Perhaps the best approach to structuring the curriculum development sub-system would be to consider all alternative approaches to in-service education in light of the expected outcomes and then fit the strategy to the outcome wanted. It is important, however, that the personnel developer understand the characteristics of the individual or group to be served and make every attempt to suggest a method or activity which will compliment their needs and learning styles.

SUMMARY

1. The personnel development system shall provide services and activities which will enable individual administrative, supervisory, instructional and supporting staff members in the organization to upgrade their required performance.

2. The basis for in-service upgrading activities with presently employed persons in post-secondary institutions should be a realistic and comprehensive staff assessment.

3. The program of leadership education must emphasize a close relationship between all personnel, and teach leaders to apply the scientific method and valid educational theories to social and organizational problems.

4. The most effective way to organize an educational agency so that it applies new research findings like competency-based personnel development programs is through a matrix organization.

5. There is a great need to design and perfect a practical cost-effectiveness analysis methodology which can be applied to pre and in-service personnel development.

6. A need exists to adapt projection/prediction techniques and devices which have been developed by business and industrial manpower forecasters to the needs of education personnel forecasting.

7. The personality of individuals who work in post-secondary education is probably the most valuable working tool he or she possesses. It is important for the personnel developer to work closely with a competent psychologist or psychiatrist in

the planning and implementation of the personality development sub-system.

8. The foundation of a competency-based personnel development system must be based on the tasks workers in the organization perform and the competencies required to perform those tasks. Such tasks and competencies should become evaluative criteria for determining staff deficiencies and needs as well as serving as a framework upon which to construct the curriculum for overcoming identified deficiencies.

9. The best approach to structuring the curriculum development sub-system is to consider all alternative approaches to in-service education in light of expected outcomes and then to fit the strategy to the outcome wanted. The personnel developer must understand the characteristics of the individual or group to be served and relate the in-service methods or activities to their needs and learning styles.

Above all, the personnel development system must be a total organized system if maximum benefits are to be realized from staff improvement efforts.

AN ON-CAMPUS TEACHING CONSULTANT

Joseph Seidlin
State University of New York
Agricultural and Technical College
Alfred, New York

As far as I know, my title of Teaching Consultant is unique. Periodically, I get inquiries from near and far asking me to explain the title and to describe my job.

On June 1965, I retired as Dean of the Graduate School at Alfred University. In September 1975, I joined the faculty and staff of the Agricultural and Technical College, SUNY, at Alfred, New York, as a teaching consultant. The President (Dr. David H. Huntington) of the college and I were pretty much in agreement that my job did not entail any formal evaluation of the faculty nor the consequences of that--my involvement in tenure, promotion, raises in salaries, retention, etc.--nor was I to be imposed upon the faculty. If and when any one on the faculty felt that I could be of use to him or her, I was available. By mid-semester, members of the faculty (40 or 50 of them had been either my students or my advisees when I was professor and Dean of the Graduate School at Alfred University) began conferring with me on all sorts of problems. Late in November came my first invitation to visit a class in session. That first invitation came from a member of the faculty who was well established,--the chairman of his division. After the fifty-minute period, he came to my office and we talked about my observations and comments and his own evaluations for a little over two hours. Soon after that, he invited me again and this time there were two other young members of his department present. Other invitations came in quick succession and before long I nearly ran out of time. The more time-consuming part of my class visitation was the follow-up of the recitation itself.

Toward the end of the year, even the most skeptical of the faculty realized that I had absolutely no connection with the president or the dean or the committee on promotion and tenure. The faculty, in general, referred to me as "a friend of the faculty." Towards the end of the second school year, many members of the faculty gave me a sort of blanket invitation, saying: "you do not need an invitation. Whenever you pass by and a class is in session, come in." By the way, I consider that the acme of achievement.

Is this activity of a Teaching Consultant transportable to other colleges? I really don't know. It would seem that if we could duplicate the general conditions, there is no reason why other colleges, especially two-year colleges, could not adopt the same scheme of things. The conditions I have in mind are, first and foremost, a genuine desire on the part of the administration, especially the president, to assign to the process of teaching the top priority. In my dealings with college and university presidents, I have found that most of them express their high regard for teaching. I am sorry to say, more often than not, it is sheer lip service. The second condition is the complete separation of the teaching consultant from the administration. The faculty must be convinced that the relationship between the teaching consultant and a member of the faculty is absolutely private and confidential. Under no circumstances, must there develop even the slightest suspicion that the teaching consultant is involved in any official way with tenure, promotion, retention, etc. The third condition is the cluster of characteristics, perhaps essential, certainly desirable, that define or describe a teaching consultant:

(1) He does NOT subscribe to the premise that "teachers are born."

(2) He believes strongly that most teachers are improvable.

(3) He must be a TEACHER.

(4) However enamored he may be with his specialized branch of human learning, his interest must be broad. He must have to concede importance and value to all branches of human learning.

(5) He must have spent a good share of his time in observing teachers at work, not only in his "major," but in many other specialties. In fact, his interest in and concern for aiding teachers must be almost as strong as his interest in teaching.

It goes without saying that there are other desirable characteristics and traits, some personal in nature, but the above five are perhaps the most important. Educators are aware that much learning and teaching occurs incidentally. Nevertheless, it is in the classroom or the laboratory where actual observation of teaching must occur. It seems to me almost professionally dishonest to evaluate a TEACHER on activities--however important--other than actual teaching, which to emphasize again, occurs in the classroom or the laboratory. There is still, unfortunately, a persistent myth that the process of teaching is so intangible as to defy any evaluation of it. I am appending a list of the OBSERVABLE determinants of teacher effectiveness.

****

What essential determinants of the quality of teaching can be obtained from actual observations of teachers at work in their classrooms? I have accumulated, through actual observation of teachers, a long list of such determinants. But dominant among them are the following ten:

1. Exposition (are the "explanations" clear, specific, pointed; involved, indirect, long tedious?)
2. Organization (is there any discernible plan, or order, or sequence, or arrangement of both the content and the conduct of the recitation?)
3. Presentation (is the teacher dramatic and vital; informal and relaxed; laborious and sullen; dismal and dull?)
4. Motivation (aside from required work and examinations, what incentives, or genuine inducements, or real considerations are adduced to actuate "learning"?)

5. Enthusiasm (is there any contagious "force" or "energy" emanating from the teacher?)
6. Richness of Application (what are the variety, extent and sources of applications and illustrations?)
7. Resourcefulness (what is the teacher's reaction to an unexpected question, as unusual comment, or a strange turn of events?)
8. Questions (a. what kind of questions are asked by the teacher? Do they serve the purpose of orienting and developing; or awakening interest; or regaining attention; or providing an oral quiz? b. Are the questions asked by the students intended to gain information; to earn a grade; to test the teacher?)
9. Use of Textbook (is the teacher guided by the textbook merely in plan and sequence; does he ignore it; is he enslaved by it?)
10. Tests and Examinations (are the tests and examinations an integral part of the teaching-learning process; are they a "necessary evil" imposed upon the teacher by "authorities"; are they dreaded by the students as instruments of torture?)

P.S. How do teachers react to or utilize the somewhat bewildering array of gadgets loosely referred to as audio-visual?

a. "It's expected of me, I better do it."

b. "I am mechanically awkward but I get along well with the overhead projector."

c. "I am so enamored with gadgets I sometimes forget to teach."

d. "In a sense the whole laboratory is gadgets. Used judiciously they are the most effective teaching instrument."

e. "I often ask: 'Does this help me teach more effectively?' My answers vary from not at all to appreciably."

REVIEW AND SYNTHESIS

PAPERS

TOWARD MAXIMUM EFFECTIVENESS: STAFF DEVELOPMENT PROGRAMS FOR POST-SECONDARY VOCATIONAL-TECHNICAL PERSONNEL

Richard R. Smith
Glassboro State College
New Jersey

A competent cartoonist could readily publish an illustration depicting concerned faculty and administrators clothed in cavalry uniform being surrounded by students, taxpayers and legislators; their quivers well stocked with arrows, each arrow labeled to represent one of the many challenges or charges that have been increasingly directed toward the educational community. We (instructors and administrators) cannot allow ourselves to panic, but we must not view our schools as an insulator that can ward off the highly charged issues that have probed our "defenses." We should learn from the Custer dilemma, we should evaluate, plan and develop our resources (troops if you will) to the degree they can function at their highest level of efficiency and effectiveness.

The Custer analogy seems to be more appropriate when we consider that like Custer, our mobility is limited. Fewer new positions for faculty are available, and faculty cannot look to other post-secondary institutions for employment as readily as in the past. In the past we were more free to hire new faculty with specific skills to react to or develop programs that required specific professional or academic expertise. As Rose and Gaff (1974, p. 2) pointed out, ". . . new blood in the form of new faculty is not necessarily the primary source of instructional improvement and institutional renewal." In fact, they expressed the opinion that academic mobility may have presented an obstacle to effective staff development programs during the last decades (Smith, 1975, p. 50).

Fiscal exigencies such as increased taxes, high unemployment and double digit inflation have prompted an increasing number of taxpayers and legislators to demand a greater level of "accountability" from our instructors and institutions. Not only must each school attain a higher level of efficiency and effectiveness, but so much each staff member be increasingly effective in the attainment of those goals resulting from his "fit" or role within their postsecondary institution. It is ironic that while demands are being placed on us to initiate valid personnel development programs, we are also most frequently told that additional funding for such programs is not available. We are often challenged to provide "low cost-high quality" programs.

Programs under the rubric of "faculty development," "staff development" and "personnel development" have existed for some time. These programs have often been ineffective and at least boring, often providing a basis for the attitude that "due to previous experience, many faculty look upon in-service education in much the same way as some people view their in-laws . . . something to be endured" (Hammons & Wallace, 1974, p. 3). We are not free, in a psychological sense (in the perception of staff) to start anew toward designing effective personnel development programs, we are required to beat down the barrier of prior negative bias.

The issues that have combined to demand the emergence of vital developmental programs are both numerous and interdependent. Many institutions have failed to recognize that pre-service programs are designed toward entry, thus resulting in a frequent waste of talented but inexperienced personnel who possessed great potential but could not survive the "sink or swim" environment into which they were placed. Professional development programs are also ill designed if they attempt to provide a "salvage service" to obviously inept teachers or administrators; our profession must build upon its strengths, those numerous teachers who are motivated, intelligent and creative.

Instructors can no longer hide behind the "tower of tenure" to the degree they could in the past. The concept of tenure is being attacked with greater frequency and fervor. Citizens and their representatives have sharpened the teeth of the old saw that tenure protects the incompetent and allows instructors to sit back and relax, oblivious to current developments and contemporary demands.

We are required to keep abreast of those philosophical, pedagogical and technological advancements relevant to our professional function. It is obvious that we must continually attempt to increase our level of professional effectiveness. After all, the term "profession" implies a standard of service that can only be maintained through the continual renewal and upgrading of professional skills and knowledge.

What do we mean by the term "personnel development?" We can borrow in part from a statement by Phillips (1974, p. 14) that it is ". . . eclectic; drawing on the skills of the psychologist, the professional educator, the technician and even the humanist: it is also multi-dimensional, embracing a wide range of strategies and approaches. Hammons (1973, p. 50) has defined faculty development as "all pre-service and in-service activities planned to assist new or returning staff improve their functioning as faculty members." Myre (1974, p. 1) has stated that ". . . the ultimate goal of any efforts falling under the general rubric of faculty development is the improvement of instruction and the learning process." The proposed taxonomy for the National Conference on Personnel Development for Post-Secondary Vocational and Technical Education Programs of Less Than Baccalaureate Degree indicated that personnel development embraces all pre-service (teacher education prior to teaching, recruitment, selection; and orientation) and in-service (technical, pedagogical, and administrative) activities. I am of the opinion that all elements of the prior definitions are valid, but we must recognize that a personnel development program must be concerned with the personal and professional development of each professional within the context of an organizational setting. An effective professional development program must increase the level of predictability for the individual within the organization; it must promote his perception of peer acceptance and esteem (requiring a specific level of skill and cognitive attainment) while freeing him to utilize and apply his professional abilities to the maximum. This complex challenge requires the coordination of all available resources both within and between institutions. Many universals exist between varied types of educational institutions concerned with post-secondary vocational-technical education.

EXISTING PROGRAMS AND RESOURCES

That the prior ineffectiveness of staff development programs has promoted new structural trends has been reported by Education U.S.A. (1975, p. 19). School districts are training teachers in cooperation with professional organizations, universities, and teacher groups. Teachers are involved in identifying content through needs assessment, while also being involved in administration; evaluation, and determining credit criteria. In Hawaii the Institute for Advanced Study in Vocational-Technical Education sponsored a program to identify collaborative roles and functions of occupational education programs between secondary and post-secondary schools. The overall purpose was to provide opportunity to participants to update their knowledge of national, regional, and local occupational programs and trends and to provide an opportunity for them to meet and share program content and prepare written articulation agreements between the community colleges and the State Department of Education (ED 081 416).

The fact that all staff should be involved in professional development has been highlighted by Collins and Case (ED 101 780) through their report that the W. K. Kellogg Foundation funded Los Medanos College to develop a model for the induction and professional development of community college staff members. The model was designed to serve new and inexperienced faculty, experienced faculty, classified staff, adjunct faculty, and administrators.

The recognition that the results of improved methods for increasing student learning through inservice training are seldom evaluated against that input led Leffarge (ED 055 577) to report a plan to use in-service training as a primary vehicle for change and the improvement of instruction. The plan stresses coordination, individual initiative, accountability, and the "right-to-creative-failure." This viewpoint has been supported by many professionals and amplified by the opinion that the process of collective bargaining can be supportive of faculty development activities and that the criteria presented in master agreements should be expressed in specific competency measures related directly to teaching effectiveness. Master agreements resulting from collective negotiations increasingly contain articles related to professional growth and the establishment of a program for professional development.

All vocational and technical teachers have either listened to or participated in the ongoing debate focusing on the role of humanities and liberal arts courses within vocational technical curricula. Infantini (1974, p. 18) has reported that a grant from the National Endowment for the Humanities has enabled Westbrook College to analyze the content and instruction of humanities/liberal arts courses within their nursing and dental hygiene programs. Ultimately they hope to accomplish a functional integration of the humanities with medically related instruction and provide a regular professional seminar for their faculty involved in that development. Hall (1974, p. 32) reported that the general education and auto mechanics courses within the one-year automobile mechanics program at James Sprunt Institute were structured to reinforce one another to "help the student appreciate the general education courses and aid the student in transferring the concepts learned in general education to concepts learned in auto mechanics." This required the instructors of auto mechanics, applied sciences, English, math, and human relations to meet regularly to jointly develop common learning experiences.

A workshop in the preparation of measurable performance objectives was funded under the Vocational Education Act of 1968 in cooperation with the State Department of Education and the California Community Colleges. The purpose of the workshop was to produce measurable performance objectives for every education program in the Technical Industrial Division at Fresno City College. The initial impetus for the workshop came from the State Department of Education with thirty-three teachers being selected as participants (ED 073 258). It is commonly recognized that if the concept of accountability is to function, instructional objectives must be stated in measurable performance terms. The recognition of the critical need for vocational education leaders to be system-oriented resulted in a program whereby eighteen vocational education leaders from districts throughout the State of California received training in producing comprehensive system plans for accomplishing practical projects compatible with state and local priority needs (ED 081 419).

P.L. 91-230 provided staff development project funds to be administered by each of the ten regional offices of the U.S. Office of Education. In Massachusetts, the Bureau of Adult Services in cooperation with the University of Massachusetts attempted to utilize appropriate techniques for the in-service training of adult educators. In-service trainees were provided with the opportunity to sharpen their teaching skills by experiencing the microteaching technique (Borden, 1973, p. 179). The National Institute of Health (DHEW) sponsored a program designed to broaden faculty use of instructional television in the community colleges of Kentucky (ED 070 296).

A series of workshops were offered in California to make vocational administrators more aware of institutional research methods and to acquaint them with research and planning resources available to them (ED 086 296). The workshops were offered by the Nor Cal Research Group and sponsored by the Division of Occupational Education of the California Community College Chancellor's Office.

An institute designed to improve the skill of two-year college faculty in working with minority group business and engineering technology students was funded by a state grant (New York) through the Bureau of In-Service Education under the Education Professions Development Act, Part F (ED 068 637).

When reviewing staff development programs the term "heterogeneous" must come to mind. It is possible to isolate a specific portion of a state and yet identify varied approaches to staff development. Salem Community College is located in Southern New Jersey, and prior to 1971 had been a post-secondary vocational-technical institution. They have experienced both the concerns of a post-secondary school and those of an emerging community college. When they became a community college it was apparent that the majority of their faculty were vocationally/technically oriented. A staff development program was developed that offered experiences for graduate credit both on their campus and the campus of Glassboro State College. Instructors could participate in courses that were relevant to the growth of their college while also enrolling in credit activities that suited their individual professional growth needs. All courses and experiences were conducted by members of the graduate faculty of Glassboro State College (Smith, 1975).

The bulk of the literature related to personnel development activities for vocational/technical faculties in post-secondary institutions seems to focus on the community colleges. It should be recognized that many vocational/technical concerns are universal to both the post-secondary vocational/technical school and the community college. To plan staff development activities in splendid isolation of each other is sheer folly. The terms "consortia," "interdependent," and "universal" have significant meaning when planning strategies for the improvement of the cognitive, psychomotor or affective aspects of those faculty who are responsible for the learning that occurs in those classes responsible for the occupational preparation of our students.

PLANNING FOR FACULTY DEVELOPMENT

Hammons and Wallace (1974, p. 2) expressed the hope that the "consideration of the following questions and issues prior to initiating a program will significantly improve the results achieved by that (faculty development) program."

1. What answer can be given to staff who ask, "Why do we need a staff development program?"
2. Who will be responsible for doing the planning?
3. How will specific staff development needs be identified?
4. What is the balance between institutional priorities and individual needs?
5. Which staff should participate?
6. How flexible will the program be?
7. How can staff be motivated to participate?
8. How should the program be scheduled?
9. Who will conduct the program?
10. What instructional technique(s) work(s) best?
11. What publicity should be made of the program and how should the program be disseminated?
12. Should the program be evaluated, and if so, how?
13. How should the program be funded and what other kinds of support, besides funding, are needed?

It should be emphasized that a successful program requires a broad base of support. I submit that the structure for planning, organizing and conducting a faculty development program must "fit" within the system of institutional governance. A valid program should also be inter-related with the existing curricula and instructional practices within an institution. To not recognize the importance of these two conditions would be foolhardy, since not only would a state of "aggravated conflict" be promoted, but a monumental waste of resources would result. We should also respond to the following questions before initiating a program for faculty development:

1. What relationship will or should exist between the program and promotion recontracting and tenuring procedures?
2. Is the program compatible with the negotiated contract?
3. What relationship should exist between the program and faculty representative organizations?
4. How can developmental resources and facilities be incorporated into the existing instructional program?

ORGANIZATION

Martorana, Purtell and Reynolds (1973, p. 56) have taken the stance that positive change results when faculty are deeply involved, and "better when an even broader involvement of supportive interests is generated." They reported on the cooperative development of a statewide model (New York) for improving the learning process. They stressed the attitude that both voluntary involvement and new systems of rewards are necessary for program effectiveness.

Collins and Case (ED 101 780) present alternative structures for organizing staff development programs. We are faced with the options of the "Professional Development Facilitator" (PDF) approach, the "Committee-ed" format, the "hyphenated" option (assign task to an existing administrative role), the "Grass Roots" option (surge of interest from within), the "Command Performance" option (from above), or the "Visiting Fireman" approach.

Foothill College (ED 095 951) has initiated a professional development program resulting from the leadership and cooperation of the faculty senate. The program includes many activities that would be considered to contribute to the development of each professional while also allowing for credit for related work experience.

O'Banion and others (ED 103 059) have identified several organizational schemes when approaching the task of initiating a staff development program. Organization "A" would establish a "nuclear" committee of faculty, administration, support service, students and community with responsibility to implement the program and reporting to the Dean of Instruction or President. Organization "B" would identify a present faculty member with present or potential expertise, give him released time, and place him under the Dean of Instruction or the President. Organization "C" would require the hiring of a full-time person as coordinator of staff development. Organization "D" would provide the option of identifying a staff member from within the district to be the district staff development coordinator with a specific institution serving as a pilot project. When analyzing the problem in light of their situation, it was suggested "that a combination of several of the organizational schemes presented above would be most appropriate. . . ."

The organizational options are numerous, but it is clear to the blindest of men that no one option can serve all institutions.

PRINCIPLES

An effective program of personnel development must be continuous. Probably the most essential ingredient is an on-going program of instructional supervision. The whole is greater than the sum of its parts. As an impressionist painter is aware of the importance of relationships, so must be the facilitating personnel for a staff development program. The total commitment of the institution is essential toward the development of the complex components of the institution and each professional within. If the goal of personnel development is to increase teaching effectiveness, then the goals should be expressed or expanded in terms of teaching competencies. The program must include effective motivational strategies, incorporating the concept of successive approximation toward the goal of promoting an intrinsic desire within each professional to fulfill his function to the maximum without the need for external reinforcement. The program must maintain a balance between the needs of the individual and his "fit" within the role of the institution. It must promote responsible independence, self-criticism, security, innovation, and above all the "security to fail."

ACTIVITIES AND SUPPORT SERVICES

Faculty Development programs vary in terms of both structure and scope of activities. The following list of activities is not all-inclusive, but does present those activities most frequently mentioned in the literature:

Institutes - Summer and Year Long
Sabbaticals
Mini-Sabbaticals
Orientation Programs
Newsletters - Publications - Reviews of Educational Research
Recognition of Teaching Excellence
Graduate Tuition Payment
Courses on Site with credit
Workshops
Colloquium

Staff Retreats
Recontracting, Tenure and Promotion Policies and Procedures
Encounter Groups
Seminars
Conventions
Professional Days
Observation of Master Teaching
Packaged Programs
Leaves of Absence
Staffing Policies and Procedures
Periodic work experiences

SUMMARY

Consistency is critical. Any institution that espouses the value of a total institutional commitment to faculty development must involve all constituencies to the fullest extent. The program must clearly evidence concern for increased effectiveness at all levels; institutional, divisional, departmental and individual. This requires that judgment be used, while at the same time priorities must be established. Management theorist would also require that the program incorporate a system whereby the faculty can perceive of a relationship between behavior and reinforcement.

Many major barriers exist in most institutions; each of which could throw the proverbial monkey wrench into the cogs of the machinery. The initiating committee is challenged to develop a process and program capable of surmounting the obstacles of attitude, faculty load, fiscal exigency and the internal resource limitations of their institution. Any of these or other considerations could directly affect the decision as to whether the program would be best implemented and conducted in whole or in part on an institutional, regional or state-wide level.

In a sense the bugle has sounded. Rather than initiating faculty development programs from a defensive perspective we should utilize all of our forces to enable us to initiate a long-term continual offensive against instructional mediocrity.

REFERENCES

Borden, Karl J. "Microteaching - In Service Training for Adult Educators," Adult Leadership, November, 1973, 22, 179-181.

Hall, Dixon. "Revitalization of General Education in the Auto Mechanics Curriculum," Community College Review, September, 1974, pp. 30-32.

Hammons, James O. "Suggestions Concerning Institutional Training of New Faculty," Community College Review, July/August, 1973, pp. 49-60.

Hammons, James and Terry Wallace. "Planning for Community College Staff Development." Paper presented at the meeting of the Teaching/Learning Task Force of the New Jersey Consortium of Community Colelges, Incorporated, Mercer Community College, Trenton, N. J., November, 1974.

Infantini, T. Stuart. "Improving the Teaching Learning Process at Westbrook," Community and Junior College Journal, November, 1974, pp. 18-19.

Martorana, S. V., H. Joan Purtell and Michael Reynolds. "Toward Improving the Learning Process," Community and Junior College Journal, August/September, 1973, pp. 56-57.

Myre, Glenn F. "An Alternative Approach to Faculty Development." Paper presented at the International Conference on Improving University Teaching, University of Massachusetts, October, 1974.

National School Public Relations Association. "Schools Adopt New Approach to Inservice Education," Education U.S.A., September 22, 1975, p. 19.

O'Banion, Terry. Teachers for Tomorrow: Staff Development in the Community Junior College. Tucson, Arizona: University of Arizona Press, 1972.

Phillips, Steven R. "The Many Faces of Faculty Development," College Management, November-December, 1974, pp. 14-17.

Rose, Claire and Jerry Gaff. "Faculty Development in a Statewide System." Paper presented at the International Conference on Improving University Teaching, University of Massachusetts, October, 1974.

Smith, Richard (ed.). The Two Year Comprehensive College. Glassboro, New Jersey: Glassboro State College, 1975.

PREPARING POST-SECONDARY FACULTY MEMBERS THROUGH PRESERVICE PROGRAMS

PATRICIA HRUBY
AND
JOHN A. TIRRELL

PIMA COMMUNITY COLLEGE
ARIZONA

During the late 1950's and throughout the 1960's we saw an explosion of post-secondary, pre-baccalaureate degree institutions and programs which has made the talk of a population explosion seem tame. For awhile a new community college, technical institute, trade school or business school was being started at the rate of one per week. At the same time, universities and four-year degree granting colleges were jumping on the bandwagon by developing or expanding continuing education and adult basic education programs; high schools and community schools were greatly expanding the evening adult education programs they offered.

The 50's and 60's saw almost unlimited job opportunities for those who wanted to teach adults either full-time or on a part-time basis. Where did these faculty members come from? What was their preparation? What pre-service programs were available to those who aspired to teach in this newly expanded job market?

The new faculty members came from everywhere--from elementary schools, from secondary schools, from universities, from industry, etc., and their preparation varied as greatly as their origins. What pre-service programs existed tended to be those preparing elementary and secondary school personnel. (Education apparently had decided that it was important to teach elementary and secondary school teachers to teach but that anyone could teach college as long as he had mastered, at least to some degree, the subject matter discipline.)

The notion that anyone with a Master's degree in the teaching specialty could teach college probably was not without some validity since, for the most part, college students in those good old days were fairly well pre-selected for maximum probable success. If they did not succeed at the higher institution, the fault was in themselves and not in the methods of that institution. However, the post-secondary, pre-baccalaureate institutions of the 60's and 70's are faced with the challenge of teaching a large percent of non-traditional students, many who would have previously been pre-selected out of our institutions of higher learning. Now, therefore, we are faced with the challenge of preparing faculty members to teach students with a wide variety of experiences, abilities, attitudes and goals.

LITERATURE REVIEW

The purpose of this paper is to examine the nature of pre-service educational programs which prepare faculty members to teach in the post-secondary, pre-baccalaureate institution. Pre-service educational programs are varied, including degree granting programs at all levels from the Associate Degree to the Doctoral Degree, short programs conducted by the institution for new teaching faculty members, and internship programs. Our search of the literature uncovered programs being conducted at each of the three levels to prepare instructional personnel to meet the challenge of teaching the unique student common to these institutions. However, there are only a few programs at each level which have a broad national scope. Programs range from the two-year associate degree in vocational-technical education at the State Technical Institute at Memphis, Tennessee, through the Bachelor of Science

Degree in Technical Education at the University of Akron in Akron, Ohio (as well as the Master of Science in Technical Education at Akron), to the national Doctor of Education program for community college faculty at Nova University in Ft. Lauderdale, Florida. In addition, programs such as Burlington County College's (Pemberton, New Jersey) faculty pre-service program or the year-long (academic) faculty institute at Pima College (Tucson, Arizona 1969-70) are examples of institution-conducted activities to prepare newly hired faculty to function more viably in the institution as an instructor.

W. L. Ellerbrook surveyed the literature to determine what recommendations could be made concerning suggested preparation of junior college teachers. Ellerbrook's paper cited studies by Pugh and Morgan (1943), the American Council on Education (1949), Dolan (1950), Wood (1950), Jarvie (1956), Hillway (1958), Koos (1960), and Thornton (1966). He concluded that there is agreement that junior/community college instructors ought to acquire knowledge concerning the history, philosophy and uniqueness of the community/junior college, the curriculum, the psychology of the adolescent as well as the expected subject matter competence.

Edward Cohen reported on a study conducted under the funding of the Education Professions Development Act concerning a proposed master's college for the preparation of junior college teachers. The investigation has three purposes: first, to detail suggested educational specifications for this junior college teacher preparation program; second, to specify the suggested academic requirements for the program; third, to propose the establishment of specific locations where a program of this scope could be accomplished. Cohen emphasized the enhancement of the instructional/teaching competencies of the students of the proposed program. Along with this emphasis would be an attempt to provide the program's students with more familiarity with learning strategies in assisting their students to master learning. He also strongly suggested a more generalized curriculum approach. This approach would consciously incorporate values in the curriculum along with the need for general education that would relate to major societal issues and would be organized along interdisciplinary lines.

Cohen set forth the assumption that current programs for the preparation of community college faculty members is inadequate. He seems to say that the present teacher preparation departments of institutions are not as amenable to change as they should be in order to develop adequate programs. Therefore, he suggests the establishment of graduate centers to systematically prepare community college teaching faculty members. The centers he proposes would be established in institutions such as Western Washington State College, the University of Michigan, Rutgers University, Richard Stockton State College, and The Claremont Colleges. While these centers would be somewhat autonomous, they would also benefit from the resources of the host institution.

A research study supported by a grant under the Vocational Education Act of 1963 entitled A VOCATIONAL-TECHNICAL TEACHER TECHNOLOGY CENTER--THE DEVELOPMENT OF A MODEL, resulted in a plan for a model facility to update vocational-technical instructors. Developed at Rutgers--The State University of New Jersey under the direction of Dr. Milton E. Larson, this is an architectural model and could be used to implement Cohen's proposed graduate centers.

Paul H. Carnell's report on the second year of the Cooperative Internship Program described the project's objectives to prepare and upgrade community college prospective teachers and those already employed in community colleges. Twenty-one interns were selected and admitted to the Graduate Division at Berkeley. Carnell concluded that the internship program was viable and that it not only made available to the California community colleges better trained teachers (especially in regard to working with minority students), but the host institutions benefited from suggestions and recommendations made by the interns. The program also showed how a similar approach could be used for in-service training of existing faculty.

Burlington County College conducted a faculty pre-service program during the years of 1969 through 1972. Hammons reported that prior to 1969 there was virtually no literature regarding in-house pre-service training of new teachers for the community college. The Burlington program, seven weeks in length, focused on the basic required knowledges and skills as well as the attitudes necessary for the community college faculty member to assist students in learning to master their desired and/or necessary knowledges, skills and attitudes. Out of the project, Burlington developed a set of validated pre-service program learning objectives and a checklist of items to send to new community college faculty members prior to their assuming their duties on campus. This careful and consistent documentation allowed others to develop their own program of pre-service training with a minimum of effort.

During the same period that Burlington was involved in the pre-service training program, a sister college, Essex County College, was involved in training college graduates to teach in the urban community college with its characteristic population of students from minority groups and low-income neighborhoods. Raymond Proctor reported that the intern program in conjunction with Rutgers University was successful on several fronts. The most significant success was in the reduction of the drop-out rate of students taking "remedial" courses staffed in part by the interns.

The internship programs of both Berkeley and Rutgers/Essex included instruction and experience in the psychology of the community college student with particular emphasis on the minority or non-traditional student, curriculum considerations, teaching methods peculiar to the community college, innovative techniques and group interaction.

Gordon and Whitfield developed guidelines for the training of instructors with a particular emphasis on junior college teaching. The most significant recommendation was to encourage the use of the on-campus internship approach. This would ensure that the prospective teacher and the needs of the college are compatible. They recognized that the junior college and vocational-technical instructors needed competence in instructional methodology, strategies and use of media, along with the ability to deal with the diverse student abilities and to communicate effectively.

The Nova University National Ed.D. degree program is a pre-service program designed mainly for those faculty members who are already employed in a community college or technical or vocational institute and who want to effect a change at the institution. It also presumes that the individual will function in a different capacity than at present after completion of the degree. Therefore, this program is considered both pre-service as well as in-service.

Gilbert surveyed selected universities in eight different states as well as meeting with state and district junior college boards in several states. She reported a strong trend toward the professional training of community college teachers which involves direct community college experience. In addition, she recommended various courses that would be beneficial to the aspiring community college instructor. Her recommendations (similar to those of Ellerbrook) are also useable as guidelines for the development of a community college instructor training program.

Glenn described a two-year associate degree teacher preparation program in which the prospective vocational-technical instructor can receive credit for prior work, teaching and educational experience. Basualdo and Mann also reported on this program. The program includes courses on the principles of vocational-technical education, curriculum development, instructional development, vocational guidance and directed vocational-technical teaching experience. In addition, they strongly recommend courses in the principles of adult education and a seminar in vocational-technical education.

Sugarman reported on an intensive three-week pre-service institute for newly employed or first-year technical education instructors. This institute was followed up by two weekend follow-up seminars with additional field experience occurring at the institution in which the participant is employed. In the same report, Sugarman described the Bachelor and Master Degree programs in Technical Education at the University of Akron. The B.S.T.E. degree consisted of approximately 45% individually programmed technology related courses; approximately 32% general studies courses; approximately 14% professional education courses geared to the two-year college level; approximately 6% elective courses, and approximately 3% related occupational experience.

In all of the articles cited above, there seems to be a general consensus that the individual needed by the post-secondary institution (i.e., the community/junior college and the vocational-technical institute) must be aware of the special characteristics of these institutions and the students within them. Such instructors need to be competent in growth and development with special knowledge of the particular problems of various age groups. The successful instructor will demonstrate competence in curriculum construction and evaluation, in the techniques and value of counseling and guidance, and in the ability to teach diverse groups of students by utilizing a range of learning strategies and techniques, and in a more generalized curricula approach.

There is total agreement among both the traditionalists and those of more innovative stances that each prospective instructor must be occupationally or academically competent in the field in which he seeks to teach. All of the "how to" or "methods" or "curriculum/instructional development skills" will not overcome the lack of ability in the subject discipline. Competence in both major areas is vital to the success of both the post-secondary institutions and each instructor.

CONCLUSIONS

What conclusions can be drawn concerning the future of pre-service training programs? Our literature review has yielded some points of general agreement concerning the type of individuals we should be preparing and the skills they should possess, but no agreement on a single training model to meet the needs of all prospective faculty at all post-secondary pre-baccalaureate degree institutions. In an attempt to evaluate pre-service programs reported in the literature, we were forceably struck by the degree to which programs were judged successful primarily because they were designed to fit specific needs.

It would appear that although these institutions have much in common, each is also somewhat unique. It has been this special quality of diversity, of response to local needs and problems, that has been their great strength and primary reason for existence. Such institutions have been forced to create their own programs of teacher preparation, often "boot-strapping," designing what was needed as they went along. While this has not been the most comfortable state of affairs, especially for the institutions involved, it is the opinion of the authors of this paper that post-secondary institutions should not readily discard this seemingly chaotic model for a single national pattern of faculty training. Models of this latter type have a depressingly similar history; they take an exceptionally long period of time to achieve general acceptance; they are usually obsolete by the time they are implemented; they become part of an establishment and take forever to change. The fact that one cannot identify a single model for pre-service, post-secondary preparation should not be viewed as a weakness but rather as a source of strength.

With general demographic patterns and economic forecasts for the 80's tending towards the conservative, the explosion in numbers of post-secondary institutions has slowed down and we may expect some forms of retrenchment in the next decades. However, predictions are that post-secondary institutions will continue to experience growing demands for the type of service they have been able to offer--a flexible, responsive curriculum, employing flexible, innovative learning strategies. It is unlikely that such institutions can continue to respond this way if a single pre-service training model becomes established. Post-secondary institutions, particularly in the technical and vocational areas, will continue to draw on industry and the actual labor force for many of its instructors; with tightening budgets, an increase in the ratio of part-time to full-time instructors is likely; technology will continue to provide new options for educational services; research will continue to provide new information on learning.

Perhaps the most significant factor that our institutions will face is the continually changing student population--older students, minorities, more women, retired people, those needing retraining, etc. The special needs of these changing categories of students often require special services on the part of the faculty of our post-secondary institutions.

The most important trend our literature search uncovered was implicit rather than explicit--a movement away from a view of pre-service training as an end, accomplished outside the institution and "good-for-the-life" of the faculty member. Instead, there appears to be a growing acceptance on the part of post-secondary institutions of a training model that: (1) gives the institution itself much control over the design and implementation of the program; and (2) incorporates many of the features of in-service programs, primarily the concept of continual growth and training of faculty in both subject matter and teaching skills. It is our conclusion that while these concepts are not explicitly advocated in the literature on pre-service training, they are a pervasive element which becomes very obvious in the literature on in-service training. Such concepts are at the core of most current faculty development programs which take responsibility jointly with the faculty member for an ongoing program of individual personal growth.

Many institutions have accepted the responsibility for in-service development of their faculty. Some have removed the objection of being their own credentializing agency by affiliating with a local university. (The university grants credits and degrees, the program is jointly designed and much of the actual practical experience takes place at the post-secondary institution.) Others have avoided the question of academic credit entirely, instead tying the development program to advances on the salary scale.

RECOMMENDATIONS

Summarized, the recommendations of this review are as follows:

1. Pre-service programs should remain "unstandardized," responsive to the local needs of the institutions involved.
2. Local institutions should have an important role in the design of such programs and in the control of their implementation.
3. Existing pre-service programs should become part of a "life-long" growth concept; the programs should be integrated with the on-campus faculty development program and viewed as only a first step.

BIBLIOGRAPHY

American Council on Education, WANTED: 30,000 INSTRUCTORS FOR COMMUNITY COLLEGES. Washington; 1949.

Basualdo, Eugenio & Mann, Edward C. A TWO-YEAR ASSOCIATE DEGREE IN VOCATIONAL-TECHNICAL TEACHER EDUCATION. State Technical Institute at Memphis, Tennessee. Unpublished paper, 1976.

Burlington County College, Pemberton, N. J. DEVELOPMENT OF A COLLEGE CONDUCTED FACULTY PRE-SERVICE PROGRAM, 1969-1972. FINAL REPORT. ED073747. Pemberton: Burlington County College, 1972.

California University, Berkeley. FINAL REPORT ON THE SECOND YEAR OF THE COOPERATIVE INTERNSHIP PROGRAM FOR COMMUNITY COLLEGE INSTRUCTORS, 1970-1971. ED072001. Berkeley: California University, School of Education, 1971.

Cohen, Edward. FACULTY FOR TEACHING-LEARNING: PROPOSED NEW GRADUATE CENTERS FOR THE SYSTEMATIC PREPARATION OF COMMUNITY COLLEGE TEACHERS. ED038133. 1970.

Dolan, Francis H., THE PREPARATION OF JUNIOR COLLEGE TEACHERS. Unpublished Ph.D. dissertation, Colorado State College, 1950.

Ellerbrook, W. L. PRE-SERVICE AND IN-SERVICE TRAINING OF JUNIOR COLLEGE TEACHERS. ED026983. 1968.

Essex County College, Newark, N. J. DIRECTORS' EVALUATIONS OF URBAN INSTRUCTIONAL TRAINING AND DEVELOPMENT INSTITUTE, ESSEX COUNTY COLLEGE. ED077910. Newark: Essex County College, 1971.

Gilbert, Marion L. A STUDY OF COMMUNITY COLLEGE TEACHER-TRAINING PROGRAMS IN SELECTED UNIVERSITIES. ED104491. 1971.

Glenn, John W., Jr. A NEW CONCEPT IN VOCATIONAL-TECHNICAL EDUCATION: THE ASSOCIATE DEGREE. ED092789. 1973.

Hillway, Tyrus. THE AMERICAN TWO-YEAR COLLEGE. New York: Harper and Brothers, 1968.

Jarvie, L. L., "Making Teaching More Effective." Fifty-fifth Yearbook of the National Society for the Study of Education, Part I, Chicago: University of Chicago Press, 1956.

Koos, Leonard V., "Preparation for Community College Teaching." JOURNAL OF HIGHER EDUCATION, XXI (June, 1960), 309-17.

Martin, Delbert William. ELEMENTS IN THE PREPARATION OF COMMUNITY COLLEGE INSTRUCTORS IN COLORADO. ED089296. Colorado: Colorado State University, 1973.

Pugh, David D. & Morgan, Roy E., "Faculty Needs and Requirements." JUNIOR COLLEGE JOURNAL, XIII (May, 1943), 427-35.

Rutgers, The State University. TECHNOLOGY-RESOURCE CENTER FOR VOCATIONAL-TECHNICAL EDUCATION. ED019435. New Brunswick: Rutgers, The State University.

Scigliano, John A. and Barton, George M. PRACTICUMS: NATIONAL ED.D. PROGRAM FOR COMMUNITY COLLEGE FACULTY. and NOVA UNIVERSITY NATIONAL ED.D. PROGRAM FOR COMMUNITY COLLEGE FACULTY. ED081417. Florida: Nova University, Fort Lauderdale, 1973.

Sugarman, Michael N. & Charles, John. THE PREPARATION OF TWO-YEAR COLLEGE TECHNICAL INSTRUCTORS AT THE UNIVERSITY OF AKRON. Unpublished paper, 1976.

Thornton, James W., Jr. THE COMMUNITY JUNIOR COLLEGE, 2nd Edition: New York: John Wiley and Sons, Inc., 1966.

Wood, William R., "Professional Personnel for Community Colleges." JUNIOR COLLEGE JOURNAL, XX (May, 1950), 513-22.

FACULTY DEVELOPMENT IN THE COMMUNITY COLLEGE

James O. Hammons
Center for the Study of Higher Education
The Pennsylvania State University
Pennsylvania

Inasmuch as another paper is focused on pre-service preparation of full-time community college faculty and in-service programs for adjunct faculty, this paper will be limited to a discussion of those activities taken by an individual college in planning, implementing and evaluating a college sponsored faculty development program for full-time faculty members. The purposes are twofold: 1) to provide a common base of information about faculty development, and 2) to highlight some of the questions and issues surrounding faculty development.

The paper is based primarily in the author's experiences in working with faculty at more than 50 colleges across the country, although it does benefit from the thorough review of the literature of community college staff development (Wallace, 1974) earlier commissioned by the writer. The paper itself represents a first effort at recording many of the words previously spoken at several state, regional, and national meetings. It is admittedly in a developmental stage and therefore begins with basic definitions and ends with essential ingredients of a successful faculty development program, at least as extensive as the author has been able to identify.

DEFINITIONS

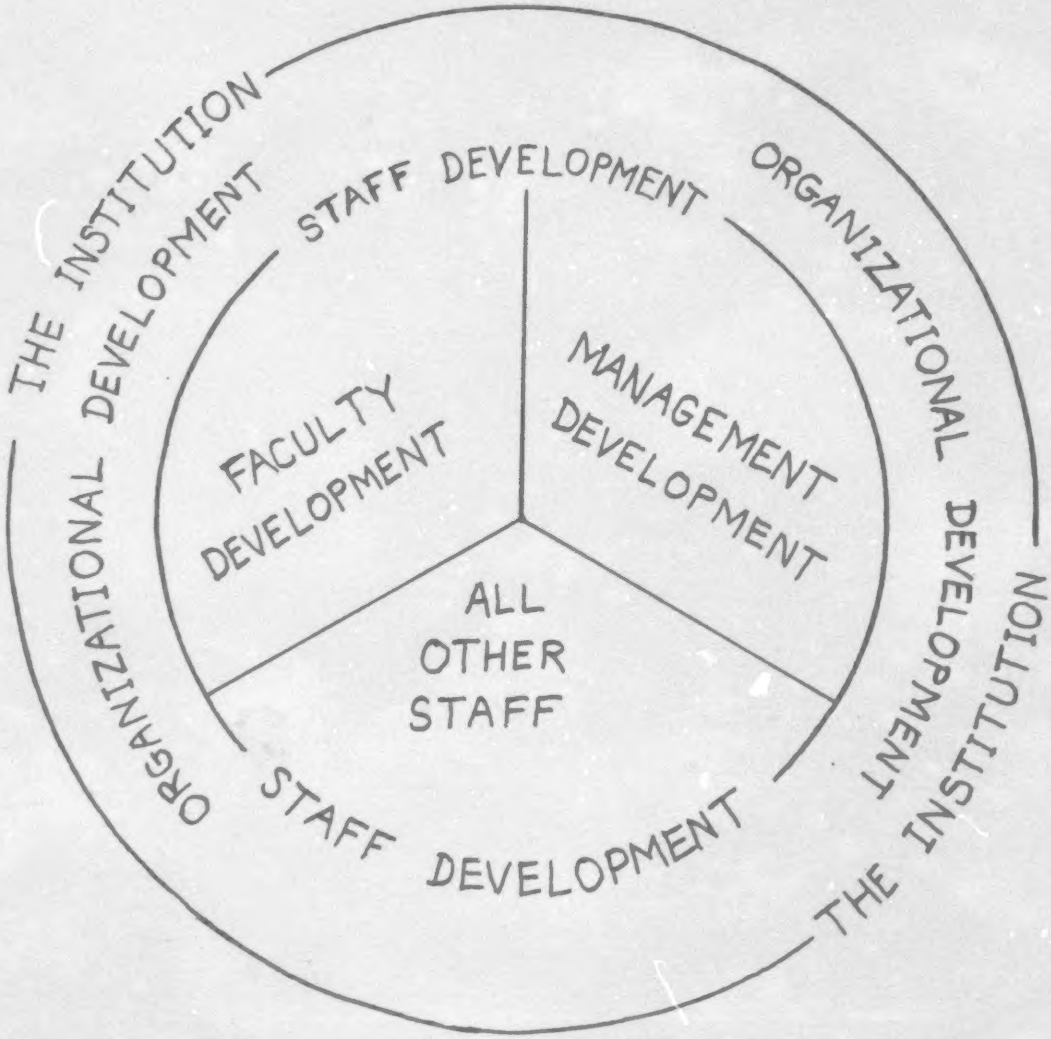
Due to the plethora of terms now being used which relate to faculty development and the potential confusion over definitions intent in that plethora, a brief pause to distinguish among these might be in order.

At present, there are at least four terms being used which have the word "development" in their titles. They are: faculty development, management development, staff development, and organizational development. In every instance the word development can be thought of as being synonymous with improvement--improvement measured in terms of increased efficiency (doing things better) and effectiveness (doing the right things better). Thus, programs specifically aimed at improving faculty efficiency and effectiveness are called faculty development, while programs directed at those non-faculty persons whose function is to manage a college are termed management development. In most cases, the distinction between these two is rather clear. The noticeable exception involves the department/division chairperson who may be considered as either faculty, management, or both--depending on who is making the decision.

The terms faculty development and management development have been with us for some time. However, in the last five years a new term has gained prominence--staff development. It provides an appropriate label for programs which are not oriented to faculty or to management exclusively, but are intended for all persons who staff the college, including such diverse examples as the part-time registration clerk, the reference librarian, and the board member. More recently, staff development has been conceptualized as being both personal development (improvement of people--their attitudes about themselves, their jobs, their personal lives), and professional development (improvement of job-related skills, knowledge and attitudes).

The term organizational development is used to refer to other changes (here equated to mean improvement) in the organizational structure of the college, and its climate. Its use in recognition of the fact that staff development is not sufficient in itself; that changes in the organization may also be needed before the college can function effectively. In this context, organizational structure refers to such things as: the allocation of authority and responsibility; the establishment of clear goals and communication networks; the existence of effective decision-making processes and techniques for solving problems; procedures for managing and resolving conflict; and methods of assigning priorities. Organizational climate pertains to that intangible, but critically important "something" which develops as people work together--the "feeling" which pervades an organization, and which determines, among other things, the morale of the staff. It is the author's contention that both organizational and staff development are needed. One without the other is insufficient since nothing of lasting value will come from an effort to develop the competencies of the staff unless accompanied by an equally vigorous effort to insure that organizational structure and climate keep pace with individual development. Unfortunately, we are already able to point to institutions which have mounted strong staff development efforts but have neglected the organizational development aspects.

Conceptually, the relationships between organizational development, staff development, faculty development, and management development can be shown as follows:


THE INSTITUTION
ORGANIZATIONAL DEVELOPMENT
STAFF DEVELOPMENT
ORGANIZATIONAL DEVELOPMENT
FACULTY DEVELOPMENT
MANAGEMENT DEVELOPMENT
ALL OTHER STAFF
ORGANIZATIONAL DEVELOPMENT
STAFF DEVELOPMENT
DEVELOPMENT
THE INSTITUTION

In the pages which follow, only one aspect of the model is addressed, that of faculty development. We begin with a discussion of the rationale for faculty development.

RATIONALE FOR FACULTY DEVELOPMENT

As shown by Wallace (1974), much of the growing literature on faculty development has dealt with why college faculty members need improving. An analysis of this literature yields numerous rationale for faculty development like the following:

1. Most of the present faculty were not initially prepared to teach in the community college due to a lack of preprofessional and pre-service programs to prepare them or the inadequacies of those which existed.

2. Few community colleges have developed valid in-service or pre-service programs. Thus, little has been done to correct the initial lack of faculty preparation.

3. Even assuming that community college faculty were competent to instruct traditional students, there is no reason to suspect (and overwhelming evidence to refute the claim) that they are prepared to cope with the needs of the "new" or "non-traditional" students now enrolling in community colleges.

4. There is a need for increasing effectiveness and efficiency due to competition for limited tax dollars and growing public demands for accountability.

5. In the last few years, the gradual development of a technology of instruction, including both hardware and software, has greatly accelerated. In the last decade alone we have seen the emergence of "systems," P.S.I., audio-tutorial, cognitive mapping, human potential training, tape cassettes, and video cassettes, and now video discs. Most faculty are unaware of these developments and their potential for improved instruction.

6. A decline in the birth rate and a long-term trend of decreasing college attendance has led to a "steady-state" environment characterized by low faculty turnover and the recognition that needed changes will come about through the efforts of present staff rather than through employment of new persons.

7. The recent redefinition of the student clientele of the community college as being other than the 18-21 year old, and a trend toward taking the college to the student--into stores, into prisons, into factories--is redescribing the teaching role.

8. A need to adapt to the idea of change itself as the new status quo is demanding adjustments in attitudes, values, and perspective for many faculty.

9. A growing recognition on the part of most faculty that they have training needs, and an expressed willingness and desire to participate in viable faculty development programs on the part of many.

The last two points are worthy of elaboration. In its short 75-year history, the community college has demonstrated its ability to change in order to meet new needs as evidenced by its metamorphosis from a solely college-preparatory institution to one also offering occupational training, and, subsequently, continuing and adult education. More recently, it has begun to operationalize a previous philosophical open door, and at present it is striving to earn the word "community" in its title. Its success has been founded on change and its future will lie in change. But its ability to continue to change depends on many things, chief among them being the ability of the staff to change or "develop."

Fundamental to any faculty development program (if it is not to become an experience in futility) is the recognition by the faculty of the need for improvement and their willingness to participate in faculty development activities. Fortunately, there are both survey data and the experience of numerous colleges to indicate that most faculty are aware of the need to change and, under appropriate conditions, will participate in a faculty development program which they consider to be functional, relevant and rewarding.

PURPOSES OF FACULTY DEVELOPMENT

Obviously very closely related to the rationale behind faculty improvement efforts are the purposes of faculty development. As indicated earlier, development can be thought of as being synonymous with improvement, but one might ask, "improvement to what ends?" If the ends sought are essentially improvement of the personal and professional abilities of the faculty so that both the goals of individual faculty members and the institutional goals of the organization can be achieved to a higher degree, then successful faculty development efforts will be those which somehow satisfy both individual needs and institutional concerns. The trick of balancing the two is to insure that the needs of each are reflected in programs, the topic of the next section.

PROGRAM CONSIDERATIONS

The rubric "program considerations" can include a multitude of topics. As discussed here, it will address procedures for determining program content, topics commonly included, techniques of implementing the program, scheduling considerations and institutional provisions for staff development.

Procedures for Determining the Content of a Faculty Development Program

Considerable experience has shown that programs for faculty development will fail if their authors design them according to their own personal views of reality, failing to take into account--

except as mere objects of their action--the persons to whom the program is directed. Theories of adult learning, in particular those of Malcolm Knowles, support this. Knowles (1973) contends that adults learn something because they have a _need_ to learn it, not simply because they _ought_ to learn it. Further, unlike children who tend to be _subject_ centered or content-oriented in their learning tasks, the adult has a tendency to be problem-oriented when learning. This means an adult learns better those skills and that knowledge, or is receptive to value or attitude changes, that are relevant to problems faced at that moment.

Consequently, the question of what to include, or what needs improving is best answered by asking those for whom the program is intended--the faculty. Although not highlighted here, the methods used in asking the faculty are crucial to the success of the program. One technique which has been used quite successfully to determine content in a number of colleges is the questionnaire. The best ones seem to be those developed with input from both the faculty and the administration, thus insuring that the concerns of both groups are included. A listing of items frequently marked by faculty in surveys the author has reviewed or designed follows:

Needs Related to the Unique Role of the Community College

Historical role and place of the community college in higher education

Purposes (and implications) of the open-door admissions policy

Knowledge of the multi-purposes of the community college, specifically:

- Transfer education
- Adult and continuing education
- General education
- Remedial and developmental programs
- Vocational-technical education

Knowledge of the characteristics and needs of community college students

Role of student personnel services, especially guidance and counseling

Needs Related to the Teaching-Learning Process

- Writing instructional objectives
- Writing test items
- Criterion-referenced evaluation
- Developing audio-tutorial instructional materials
- Utilizing cognitive mapping
- Selecting, developing, and using multi-media learning resources
- Developing and using self-instructional modules
- Techniques for evaluating instructional strategies
- Applying research findings on teaching and learning
- Increasing student motivation
- Accommodating different learning rates
- Orienting students to individualized instruction
- Using a systems approach
- Developing better course outlines
- Conducting research related to teaching/learning

Structuring interdisciplinary learning experiences for students

Helping students to explore their motives, attitudes and beliefs

Mastery learning concepts

Utilizing group process skills in class discussion

Grading systems compatible with instructional objectives

Less favored techniques for determining needs are to rely on a committee's judgment, administrative suggestions, random faculty input, or data from regional and/or national surveys. In general, while each of these has some utility in delineating faculty development needs, none are sufficient in themselves and some may jeopardize the success of the program.

Topics to be Included

Happily, there is a correlation between identified needs and topics often included in in-service programs as a review of the topics included in several representative faculty development programs will indicate.

Pima Community College, Tucson, Arizona

Course modularization

Instructional media development

The computer as a testing device

Test construction and evaluation techniques

Alternate learning systems

Teacher self-evaluation

Advising and counseling

Describing course content (syllabi development)

The use of A-V equipment

Parkland Community College, Champaign, Illinois

Orientation for new staff

Problems and issues in the administration of Parkland College

Instructional objectives

Current issues of the community college

Ethics and education

Individualized instruction

Deschooling society

Applied learning theory

Computer assisted instruction--Project Plato

Interaction skills

The textbook and your students

Educational media

Small group leadership styles

Cognitive style mapping

Human development seminar

Test construction and evaluation

Personalized instruction (P.S.I.)

Practical learning theory

Colby Community College, Colby, Kansas

Improving instruction

Transactional analysis

Learning styles

Human potential

Gaming and simulations

El Paso Community College, El Paso, Texas

The role of the community college

History and philosophy of El Paso Community College

Systems approaches to education

Writing and measuring objectives

Developing learning alternatives

Techniques of Implementing the Program

Unfortunately, there is no book containing magic formulas or techniques for conducting successful faculty development programs. A few ideas gleaned from field experiences which might prevent a "reinvention of the wheel" are:

Clear statements of program objectives communicated to all involved (faculty, administration, consultants, etc.)

Timely and well-done publicity of planned programs

Rational planning regarding the human needs of participants (beginning-ending times, breaks, refreshments, lighting, temperature, etc.)

Adequate prior planning (necessary equipment and supplies present, appropriate seating, etc.)

Minimum time with trivia (announcements, welcomes by administrators, introductions)

Reputable, experienced leaders

Use of common sense regarding mode of presentation

To comment on the last two items: In college after college one hears the same sad story of a consultant who "set us back two years."

Once needs have been determined and topics set, get good persons. Regardless of whether your presenter is a local staff member or an outside consultant, the individual selected has got to be good. A few dollars spent on phone calls to references, or an extra $50/day to get a sure winner is money saved in the long run.

Common sense in selecting a mode of presentation refers to such practices as actually involving faculty in writing objectives when the topic is "instructional objectives," or learning about individualized instruction through experiencing it rather than being told about it. Beware of "name" persons who are unable or unwilling to tailor their style or presentation to your particular situation.

Scheduling Considerations

To the author's knowledge, there is no solution to the scheduling problem which will be satisfactory to all students, faculty and administration. However, there are some compromise accommodations which are being used which appear to have merit. These include: one or two days set aside at the beginning, end, or during each term; times when the number of scheduled classes is at the minimum, e.g., Tuesday, Thursday afternoons, or weekends; brown bag lunches; retreats; and, for departmental or divisional programs, building into the schedule a 3-4 hour block of time when no one in the group will be scheduled to teach.

Note: As discussed later, it is not necessary to include all faculty. Often participation in an interested minority is preferable to attendance by a disinterested majority.

Institutional Provisions for Faculty Development

Thus far, the focus of the discussion about faculty development has been on group-oriented programs. However, faculty development should not be limited to that narrow definition. Faculty development can, in fact, and often should, be approached from the perspective of individualized faculty development plans. In particular, this approach avoids the limitation of assuming that everyone is at the same stage of personal and professional development and that one particular program will meet each individual's needs. To implement this approach, three essential elements are required. The first is a clearly defined statement regarding the role of faculty at the institution--a type of faculty job description. The second is a meeting between each faculty member and his/her chairperson regarding strengths and weaknesses in accomplishing the tasks outlined in the position description. Out of these discussions should evolve specific goals for professional and personal growth. Third, a plan is needed for evaluating the extent to which growth has occurred, including criteria and dates. One institution following this type of procedure is College of the Mainland in Texas.)

There are a variety of ways in which colleges are providing for faculty development. A listing of those encountered by the author follows:

Travel funds to attend professional meetings, workshops, and other colleges

Funded faculty fellowships to pursue extensive curriculum or instructional development activities, particularly during the summer term

Released time during the school year

Short term leaves (with and without pay)

Sabbaticals (including ones to develop instructional materials)

Tuition payment for graduate work

Awarding credit toward promotion for faculty development activities

Providing a copyright policy which encourages development of instructional materials

Sponsoring on-campus seminars and workshops

On-campus university courses

Faculty exchange programs

Provision of adequate support services to include:

- a professional development library
- media production
- testing services

Employment of a full-time faculty development person

Carefully planned faculty pre-service programs (for suggestions regarding a design and implementation, see Hammons, 1972)

A faculty evaluation program based on improvement rather than judgmental concerns

However, if programs are based on faculty needs, if programs are properly implemented, if satisfactory solutions to problems of scheduling are derived, and if adequate provisions are made for faculty development, there will still be faculty who elect not to participate. The next section discusses some of the issues related to this.

MOTIVATING FACULTY TO PARTICIPATE

One of the most commonly raised quesions related to faculty development is, "What are ways in which staff can be motivated to participate, especially the older faculty?" Following closely on the heels of this question are questions such as, "Should participation be voluntary or a contractual responsibility?" and "Should the faculty evaluation process (tenure, promotion, salary) be related to the faculty development program and if so, how?" These are the meaty questions which this section addresses.

Motivation

Like learning, motivation is unique and personal to each individual and situation. Consequently, any single attempt at answering the question "How do you motivate faculty to participate?" must necessarily be suspect.

If, as Campbell et al., (p. 340) suggests, motivation includes:

> The direction of [a person's] behavior or what one chooses to do when presented with a number of possible alternatives.
>
> The amplitude or strength, of the response (i.e., effort) once the choice is made.
>
> The persistence of the behavior, or how long a person sticks with it.

then the task of motivating faculty members with respect to faculty development is that of causing them to elect faculty department activities over other possible activities, and to actively participate in them for an extended period of time. Clearly, the question is how?

Maslow states that individual needs vary. Herzberg theorizes that they not only vary, but affect different individuals differently (that is, some needs which, if achieved, would be viewed by some persons as sources of dissatisfaction are sources of satisfaction to others). Thus, what will work with one faculty member may not work with another. It is no wonder, then, that motivational efforts of colleges range the continuum from "we pay for participation" to "we require participation." Between these extremes lie a potpourri of suggestions. One such suggestion is to make participation one of the criteria used in staff evaluations and award college (institutional) credit toward promotion, salary increments, tenure and retention. Still other colleges prefer to place less emphasis on extrinsic motivators and instead attempt to encourage attendance by involving faculty in planning, by insuring that only quality programs are presented, by attempting to individualize faculty development as much as possible, and by evidencing strong administrative support to the faculty development program.

Voluntary or Required Participation

There is no question that participation in faculty development can be made mandatory or negotiated into collective bargaining agreements. The author has repeatedly encountered examples of each. However, if the concern is not with numbers in attendance, but rather with numbers using ideas or skills to which they were exposed during faculty development sessions, the arguments are heavily weighed in favor of voluntary involvement. In this regard, a question the author is often asked by administrators is "Should the administration go ahead with a faculty development program if the faculty are hesitant?" The answer given is "Run the program even if only five faculty participate. Do a good job, get hard evaluation data to support results, and disseminate excerpts from the evaluation to all faculty--with the announcement of the next program. Then, after the first year, reassess the situation and go from there."

Relationship of Faculty Development to the Evaluation Process

As alluded to previously, if the purpose of faculty evaluation is developmental as opposed to judgmental, there is, or should be, a close tie between faculty development and faculty evaluation. Ideally, both should have the same goal of improvement and both should be recognized when appropriate rewards such as tenure and promotion are considered. But regardless of the position taken on the issue, whatever relationship exists should be known to all faculty before the fact.

ADMINISTRATION OF THE PROGRAM

Thus far, we have considered the content of faculty development programs and ways of encouraging faculty to participate. Now we will examine several of the ways in which different colleges administer their faculty development programs, review funding requirements, and discuss several staffing considerations.

Administrative Patterns

The administrative tasks of planning, implementing, and evaluating faculty development programs are presently being handled in numerous ways, each with its advantages and disadvantages. The more common administrative arrangements are discussed below in the order of frequency with which the author has observed them.

The Line Manager Approach. "In-service training should be the responsibility of every administrator." This statement characterizes the view of most presidents and deans, and is definitely the most prevalent view or approach practiced. Its logic is hard to refute. Staff development should be the responsibility of every manager. Further, since it involves no additional personnel, its costs are low. Additionally, since it is the customary way of doing things, it introduces no threat of change.

On the other hand, few of last year's "faculty-converted-into-chairpersons" have had little, if any, training in faculty development and most are already hopelessly ensnarled in the more accountable (and visible) responsibilities such as budgeting, staff meetings, scheduling, and faculty evaluation--for which they often have a similar lack of preparation. Consequently, the maxim "in-service training should be the job of every administrator" can, and often does, result in everybody's job becoming no one's responsibility. Another drawback to this approach is the potential for duplication of effort and resources unless there is coordination at the dean's level.

The Committee Approach. A recent trend involves the appointment of a faculty development committee. Like other committee appointments, it is based on three premises:

1. If representatives of those who are to be "developed" are included in the planning, the resulting program should be more relevant.
2. Faculty involvement leads to better participation by the faculty.
3. If the committee is college-wide, a coordinated program should result.

In addition to the disadvantages of any committee such as determination and continuation of membership, leadership, and vested interests, this approach has other shortcomings. A clear problem of assigning general responsibility exists. Further, since it is difficult to assign budgetary responsibility to a committee, the program is not likely to receive funding except on an item-by-item basis. Finally, committee appointment does not insure possession of sufficient knowledge and experience in the techniques of faculty development.

The Administrator-in-Charge. This approach may or may not involve the input of an advisory committee. Whether it does or not, it has several inherent merits. With the appointment of an administrator, responsibility is fixed. Further, results and budget are more likely to be forthcoming. And, when combined with a good advisory committee, this approach can be quite effective.

However, it has at least five major disadvantages. First, the resulting program is more likely to reflect administrative concerns rather than faculty needs. Second, unless the approach is coupled with a faculty advisory committee, the faculty are not likely to be meaningfully involved in the program and thus may elect to not participate. Third, the assigned extra duties of administrators do not always receive as much attention as needed. Fourth, there is little in the background or experience of most administrators to suggest that they are trained in faculty development techniques, and fifth, because of the foregoing problems, the cost of the program may be high compared with its productivity.

The Staff Position (either full- or part-time) with an Advisory Committee Approach. As early as 1969, a few colleges created a staff position known as the educational development officer to work with faculty in instructional improvement. More recently, several colleges have moved to appoint staff persons with broader responsibilities and have given them titles like "professional development facilitator." These actions reflect a growing recognition of the need for persons to work directly with faculty in professional and personal improvement. The increased acceptance of this position, paralleling as it does the growth in average size of two-year colleges and the increase in non-traditional students, suggests continued movement in this direction despite budgetary cutbacks and attests to the recognition now being given faculty development on the part of more presidents and deans.

Reasons given in support of this approach include dissatisfaction with other approaches which yielded few results, an increased supply of persons with knowledge and skills in faculty development, and the positive results from colleges which have moved in this direction. Yet, the approach is not without its problems. Chief among them is its added cost and the lack of hard data to support the validity of the position. Further, substantiating the effectiveness of the position in a valid research design is difficult because of a possible "Hawthorn effect" caused by the fact that colleges which use this approach are probably not very characteristic of most two-year colleges. And finally, there is a real possibility that programs will not be relevant to faculty needs and that faculty support will be lacking if the position is not accompanied by a representative faculty advisory committee.

As an aside: once a decision has been made to assign or employ a person with full- or part-time responsibility for faculty development, questions of desired qualifications often arise. The author considers the following as minimum credentials:

- Teaching experience (essential for credibility with the faculty)
- Training in instructional development, organizational behavior, human relations, group process, theories of adult learning and the change process
- Good organizational ability
- Non-threatening personality and good interpersonal skills
- Realistic expectations about what can be done

The Industrial Model Approach. There is one other administrative pattern which is being used enough to warrant discussion--the industrial model. It involves the creation of a department or office of staff and organizational development, complete with its own staff, secretarial support and budget. A few of the larger institutions, most notably among them Miami-Dade Community College (North), have moved in this direction. In this approach, faculty development is but one aspect of an umbrella of staff and organizational development activities. Administrative support, budget, clearly defined responsibilities and increased likelihood of staff expertise are its obvious strengths, while costs and the bureaucratization resulting when a previously ad-hoc function is formalized are its major disadvantages.

Although the writer's biases are toward the appointment of a full- (or part-) time coordinator with an advisory committee, the clear assignment of responsibility is the key element. Whether the assignment is to a person or a committee does not seem to be as important as the act of assigning responsibility. In recent years an entirely new approach to managing large corporations known as MBO (Management-by-Objectives) has developed around the simple principle of assigning responsibility for a task and requiring mutual agreement between a boss and subordinate regarding the end objectives to be achieved. If the institutions known to the author are any indiction, adoption of a similar approach in faculty development is needed.

Funding Considerations. It is an odd paradox that colleges which readily budget funds for maintenance and repair of things (buildings, lawn mowers, computers, typewriters) are unwilling to budget a similar amount for maintenance of people. There is no question that without adequate funding, the chances for establishing a viable faculty development program are severely diminished. An answer to the question, "How much is adequate?" depends on the needs identified, the program goals derived from these, and the means selected to meet them. Unfortunately, only a few colleges systematically assess needs, establish goals, or consider alternative approaches to reach them. A budget from one college which did so might be of interest:

FACULTY DEVELOPMENT BUDGET

Faculty fellowships	$15,000
Short-term leaves	3,000
Tuition payments	10,000
Pre-service training of new faculty including salaries of staff	6,000
In-service training (external consultants)	3,000
Faculty travel	10,000
Released time	5,000
Portion of coordinator's salary attributed to faculty development activities	8,000
	$60,000

For a faculty of 75, $60,000 amounts to slightly less than 3 percent of instructional salaries. In a typical college with 75 faculty, an increase of less than one student per class would pay for the faculty development program as would a decrease in freshman attrition from 33 percent to 25 percent--both of which are results which have been achieved from faculty development activities.

Closely related to the question of funding requirements is that of allocation or distribution of funds. Logically, judgments regarding how to allocate funds should be based on previous decisions about the assignment of responsibility for faculty development. If faculty development is decentralized to the department or division level, that unit should control the budget. If, on the other hand, faculty development is centralized, the central unit should have the budget. The fundamental principle is that the unit or person responsible for faculty development should prepare a proposed budget and then control the approved budget. Requiring persons responsible for faculty development to go begging with hat in hand to an administrator each time they need a nickel means sure death for the program.

Normally, convincing the board of trustees and state offices to approve funds for faculty development is not easy. While these groups are very much aware of the large sums in faculty salaries, they seem not to realize the need for funds to develop and maintain staff competencies--nor do they realize the cost of turnover. In recognition of this, the sequence which several colleges have successfully used is to first determine needs and desire to participate, and then to ask for funds. Afterwards, they carefully evaluate the program and inform appropriate parties of the results.

Staffing Considerations. Regardless of the decision on administrative structure, careful consideration of the role of various persons or agencies which might be involved in the program is called for. These include faculty, administration, consultants, universities, and state officials. The faculty role is clearest. As the person for whom the program is designed, they should be directly involved in all of its aspects from planning to evaluation.

The role of line administrators is not so obvious. If faculty development is to be a responsibility of the line administrators, they will obviously need to be involved in all aspects of the program. If, however, one of the other patterns is used, their function becomes what the author refers to as the five "Fs":

> Fostering - encouraging and otherwise conveying support of the program
>
> Funding - providing financial support
>
> Facilitating - making scheduling accommodations, securing released time, etc.
>
> Frequenting - physically attending
>
> Following-up - rewarding participation

There is a role also for external consultants. They can play a significant role in stimulating interest, conducting training, assisting in planning, "selling" the program to administrators and trustees, identifying leadership, and evaluating the program. However, the author would argue against over-reliance on consultants. Local staff should be able initially to handle most aspects of the program, and over time, should be able to assume responsibility for many of the functions previously handled by consultants.

The author adds one caution regarding the use of local staff as resources. You should always get the best talent available for the money you have. Politically, and for other reasons including faculty morale, it is wise to use local talent if it is good, and, by all means, do not go outside when local talent is available. However, common sense is called for in selecting local personnel. Do not make the mistake one college did and send out a memo stating "Here are the topics we have selected for this year's staff development program. Please indicate the ones you would like to be responsible for." And finally--yes, you pay local persons just as you would pay outside consultants--when their performance can be clearly identified as a responsibility which is not part of their regular assignment.

The role of cooperating universities and their personnel can take several forms: consultations, the awarding of credit for in-service activities, and the conducting of seminars, conferences, institutes, etc.

Thus far, state offices have played minimal roles in faculty development. The notable exception is Florida where the state's action in funding an additional 2-3 percent for faculty development over and above operating funds served as a major stimulus to action in that state.

We have discussed program considerations, administration, and funding; it now seems appropriate to turn to evaluation concerns.

EVALUATION CRITERIA AND PROCEDURES

Evaluation of a faculty development program is a five-step process of 1) determining the purposes of the evaluation; 2) developing evaluative criteria; 3) determining procedures for conducting the evaluation; 4) interpreting the results; and 5) applying the results. The purposes of evaluation may be either summative, that is, oriented toward determining if a program as implemented to date is worth continuing, or formative, that is, to provide decision-making information to those responsible for implementing and developing the program.

Criteria should be selected which measure the gap (hiatus) between the staff's perceptions and the program's goals, and which assess the degree to which the needs of the staff have been met. All too often, however, needs have not been assessed and goals do not exist, or if they do, they are not stated in measurable terms. This is due partially to the difficulty of stating measurable goals in the realm of professional and personal growth.

Procedural matters deal with concerns such as when to conduct the evaluation, who should complete evaluation forms, and how the evaluation should be administered (e.g., mailed questionnaires versus interviews). If possible, program activities should be evaluated immediately following each activity, although faculty perceptions about the overall program are best assessed at the end of the program.

In interpreting the data from evaluation instruments, information on four major points should be sought: 1) How effective was the program? 2) What changes should be made? 3) What results were accomplished? 4) What program ideas were discovered for the future? There are two cautions to observe in interpreting the data. First, it must be recognized that no program can please "all of the people all of the time." A few negative reactions when the overall results are quite positive are always to be expected and should not disturb planners. The second admonition is to avoid making changes due to feedback from only a small number of very articulate faculty. The changes thus undertaken may be erroneous and counter productive.

As indicated earlier, use of the data is determined by whether the purpose of the evaluation is summative or formative. In most cases, the purpose is formative in which case the results are used to validate what has been done or to make changes in the program and to design new activities, not to decide whether to continue or discontinue the program. Data from the evaluation should also be fed back to the faculty. If the results are good, faculty need to know it; if the results are not so good, faculty need to know what is being done to improve the program. To reinforce administrative support for the program, key administrators should not only receive copies of all reports, but program planners are wise to periodically discuss the results with them. Results are also good topics for board agenda items and comments in the annual president's report.

OTHER CONSIDERATIONS

In addition to matters discussed under purposes, rationale, content, administration, motivation and evaluation, there are two other topics related to faculty development which do not logically fit under one of the previous categories. For convenience purposes, these are grouped together here. They include, "the effects of collective bargaining on faculty development activities," and "research findings regarding the effects of faculty development programs."

The Effect of Collective Bargaining on Faculty Development

To this writer's knowledge, there have been only two articles which have addressed the question of the effects of collective bargaining on faculty development; one by Nelson (1972) and one by the writer's research assistant Wallace (to be published early in 1976). Nelson's article is not particularly relevant here since he presented no data on faculty development provisions in actual agreements. However, Wallace systematically examined the collective bargaining agreements of 58 two-year colleges from 10 states (a statistically representative sample) to determine their provisions for faculty development.

The major findings of the Wallace study were as follows: 1) less than 10 percent of the agreements contained a statement that in-service education was directed toward increasing teaching effectiveness or that the Board was committed to professional growth and development of the faculty; and 2) fewer than 15 percent of the contracts contained clear provisions for faculty participation in in-service activities through the establishment of personal improvement plans or faculty development planning bodies.

On a more positive side, Wallace did find that a significant number of agreements contained some provisions for needed policies to facilitate staff development. Of the 58 negotiated agreements included in his study:

1) 24 contained some provision for in-service days,
2) 52 contained provisions for leaves of absence without pay,
3) 56 provided for sabbatical leaves,
4) 32 contained some understandings on tuition reimbursements,
5) 34 provided for educational travel and attendance at professional meetings,
6) 15 included released time and stipends for the development of experimental instructional programs,
7) less than 6 made reference to other less conventional development concerns like ownership of faculty-developed instructional materials, and
8) only 4 did not link placement and advancement on salary schedules to experience, degrees received, and credits earned.

The last finding has particular significance for faculty development. As Wallace stated so well, "lock-step salary scales and promotion schedules tied to teaching longevity and credits gathered severely hamper an institution's staff development efforts, because they suggest that the college does not consider professional development serious enough to link it to two of the most important faculty motivators and morale builders--salary and promotion" (1976, p. 10). The long-term effects of lock-step salary schedules on faculty incentives is not yet known, but the short range results are already manifested in the reluctance of some faculty to become involved in faculty development.

In interpreting these results, one major caution should be observed. Due to legal reasons and other restrictions regarding what is and is not negotiable, it is possible that many of the 58 colleges studied were supporting faculty development in ways which were not reflected in the negotiated agreements.

Also of relevance to this discussion is the author's experience as a consultant to approximately 20 community colleges which had collective bargaining agreements in effect at the time of his visit, and some of which had experienced faculty strikes prior to his visit. Contrary to what some administrators might suspect, he could detect no differences between faculty attitudes toward instructional improvement in those colleges and in colleges where he had worked which have no collective bargaining agreements. In fact, in several instances, the advent of collective bargaining had been a positive force, resulting in days set aside for faculty development, separate funding for faculty fellowships, and creation of a faculty development committee.

However, unless both parties are careful, collective bargaining contracts may curtail faculty development activities by so committing resources to salaries that little if any funds are available for other activities or by incorporating rigid agreements regarding faculty workload which make it very difficult to schedule faculty development activities. Then too, there is always the risk that faculty suspicion about administrative "hidden agendas" regarding scheduled faculty development programs or administrative fears about "precedent setting" activities which might result in new demands at bargaining time will result in faculty development matters being "postponed until next year."

Research Findings on the Effects of Faculty Development

Little has been done to document the effect of faculty development on either faculty or institutions. That documentation which does exist is usually confined to informal, institutional data such as the amount of instructional slide-tapes produced, the hours of television produced instruction, or perhaps, a move to flexible scheduling. But this information is usually not shared or even produced as an internal report on faculty development.

One institution which has attempted to document the results of a successful faculty development program is Burlington County College in New Jersey. Speaking at Pennsylvania State University at a national conference on community college staff development programs, Dr. Harmon Pierce, Vice President for Academic and Student Affairs, cited ten indirect measures of the success of the faculty development program at his institution:

1. The level of instructional competency at the institution is rated as good to excellent by over 87 percent of all students surveyed in all categories: current, graduated, transferred, dropout, and dean's list.

2. Follow-up surveys of students transferred to senior colleges and universities and employed by industry and government indicate a high level of performance as rated by schools and employers, and a high level of satisfaction by former students with the education provided by the college.

3. Over 90 percent of all students surveyed in the above categories rated their instructors highly and are enthusiastic regarding the systematic approach to instruction implemented at the college.

4. Complaints from students regarding the teaching competency of some adjunct faculty members have decreased markedly when such faculty members have successfully completed an adjunct faculty in-service institute.

5. Student attrition between fall and winter semesters has been reduced from a high of 20 percent in the first years of the college to a stabilized figure or 7.0 to 7.6 percent for the past two years; and the percentage of freshman year students returning to the college for their second year has increased over the same period.

6. The image of the college as a place where excellent instruction exists has been increasingly established within a growing constituency of teachers, administrators, and citizens in the county and state, as indicated by research surveys and informal feedback.

7. Faculty development and the concomitant utilization of instructional technology systems (with differentiated staffing allowing a relatively high FTE student/FTE faculty ratio, and an average academic year student credit hour production of 1255 hours per faculty member) has allowed the college to operate the instructional program at below the national and New Jersey average cost per FTE, despite the rather large institutional investment in development and instructional support.

8. Full-time and adjunct faculty rank the preservice and in-service institutes highly with regard to the accomplishment of their developmental objectives, and surveys indicate a high degree of internalization of knowledge and desired attitudes by the participants.

9. Faculty who have not experienced preservice or in-service institutes invariably receive, on the average, lower student ratings of their instruction than those who have completed institutes. (These faculty, however, are relatively few in number among full-time staff and complete an institute within one year if they remain with the college. Comparative data on student academic performance, therefore, is somewhat inconclusive.)

10. One hundred percent of the full-time faculty are writing learning objectives and working to implement instructional systems technology in their teaching.

As budgets get tighter in the future, increased effort will no doubt be directed at evaluating the results of programs at other colleges and "accountability" for faculty development will become as commonplace as other institutional research activities. Hopefully, by then, the results will support faculty development activities in the way it has at Burlington.

A SUMMING UP--ESSENTIAL INGREDIENTS OF A FACULTY DEVELOPMENT PROGRAM

By way of a conclusion, let me attempt to summarize by stating what appear to be the most essential ingredients for a successful faculty development program. In large part, these have been discussed earlier.

- acceptance of the need for faculty development by the faculty
- a publicly stated commitment by the board, the president and the administration regarding the importance of developing and maintaining a faculty development program
- an organizational climate conducive to faculty development activities
- a program based on an assessment of the needs of the faculty
- voluntary participation by a sufficient number of staff to give the program credibility
- a clear statement of the goals and objectives of the institution and the program
- the assignment of responsibility for the program
- involvement of the faculty in planning, implementing, and evaluating programs
- adequate financial support to meet the expressed identified needs of the faculty
- sufficient flexibility to meet differing faculty needs
- a valid evaluation plan
- a reward system for participation acceptable to faculty

REFERENCES

Campbell, J. P., Dunnette, M. D., Lawler, E. E. III, and Weick, K. E. Managerial Behavior, Performance and Effectiveness. New York: McGraw Hill, 1970.

Hammons, James O. "Suggestions Concerning Institutional Training of New Faculty." Community College Review, 1973, 1(2), 49-60.

Hammons, J. O., and Wallace, T. H. "Planning for Staff Development." Community College Frontiers, 1974, 3(1), 38-43.

Herzberg, Frederick. "The Wise Old Turk." Harvard Business Review, 1971, 49(4), 70-80.

Knowles, Malcolm S. The Adult Learner: A Neglected Species. Houston: Gulf Publishing Company, 1973.

Maslow, A. H. "A Theory of Human Motivation." Psychological Review, 50, 370-396.

Nelson, James H. "Collective Bargaining: An Instrument for Staff Development." Community and Junior College Journal, 1972, 43(2), 27.

Pierce, Harmon P., Jr. "Staff Development in a Medium-Sized College." In Hammons, J. O. (ed.). Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs. University Park, Pa.: The Center for the Study of Higher Education, The Pennsylvania State University, 1975.

Wallace, Terry H. Community College Staff Development: An Annotated Bibliography. University Park, Pa.: The Center for the Study of Higher Education, The Pennsylvania State University, 1975.

Wallace, Terry H. Provision for Community College Faculty Development in Collective Bargaining Agreements. To be published in Research in Higher Education.

THE FORGOTTEN FACULTY
STAFF DEVELOPMENT FOR PART-TIME OCCUPATIONAL INSTRUCTORS IN POST-SECONDARY EDUCATION

Michael I. Schafer
Dean for Instructional Affairs
Muskegon Community College
Muskegon, Michigan

A review of almost any college catalog or schedule of classes will reveal the following not very amazing facts:

1. In no instance is a student charged less because a course happens to be taught by a part-time faculty member.
2. In no instance is the student warned, "Use care in registering for this course. Your instructor is a heck of a machinist, but we don't know anything about him as a teacher."
3. In no instance is a course noted as substandard (or maybe above standard) because no one on the full-time staff has the expertise to teach it.

Most students walk into a classroom after registering and see a teacher standing before them. Students don't know if the teacher is full or part-time. As a matter of fact, students generally have little idea of that teacher's background in terms of degrees or experience, either within an occupational field or as a teacher. It is interesting to note that education is one of the few products on which individuals will spend thousands of dollars without ever knowing what they are getting. Once the decision to come to college is made, the student assumes that he can trust the college to provide a meaningful educational experience.

As institutions of higher education, we can and should accept the responsibility for assuring the highest possible quality of education. Not only quality of programs, facilities, classes and curriculum, but the highest quality of teaching as well. The quality of teaching that we assure should not vary between those courses taught by faculty we employ for one course, for two courses, for three courses or more. The issues of hiring and staff development for part-time occupational faculty are no different than those for full-time faculty. The problems are simply compounded and a little more difficult to solve. This author attempts to address those problems and to suggest some potential solutions.

A MATRIX OF FACULTY ROLES

A simple matrix (Fig. 1) may help us examine the types of roles faculty assume within our colleges. The matrix may further suggest types of skills that need refining for some faculty. For other faculty these skills must be developed for the first time. The goal is to assist each faculty member in carrying out his varied roles most effectively and efficiently.

The three planes of the matrix of faculty roles and the various dimensions of those planes are illustrated in Figure 1. As one plane of the matrix of faculty roles, we show faculty categorized as either full-time or part-time. In fact that dimension is a continuum in most colleges. For the purposes of this paper, a part-time faculty member is a person who considers himself to have some type of full-time role other than teaching at that college and whom the institution sees in the same light. Definitions in terms of credit hours of teaching or another full-time job, number of courses taught, etc., simply don't work. Stated differently, a part-time faculty member is a person who teaches one or two courses but who does not consider himself to be a full-time teacher at the college.

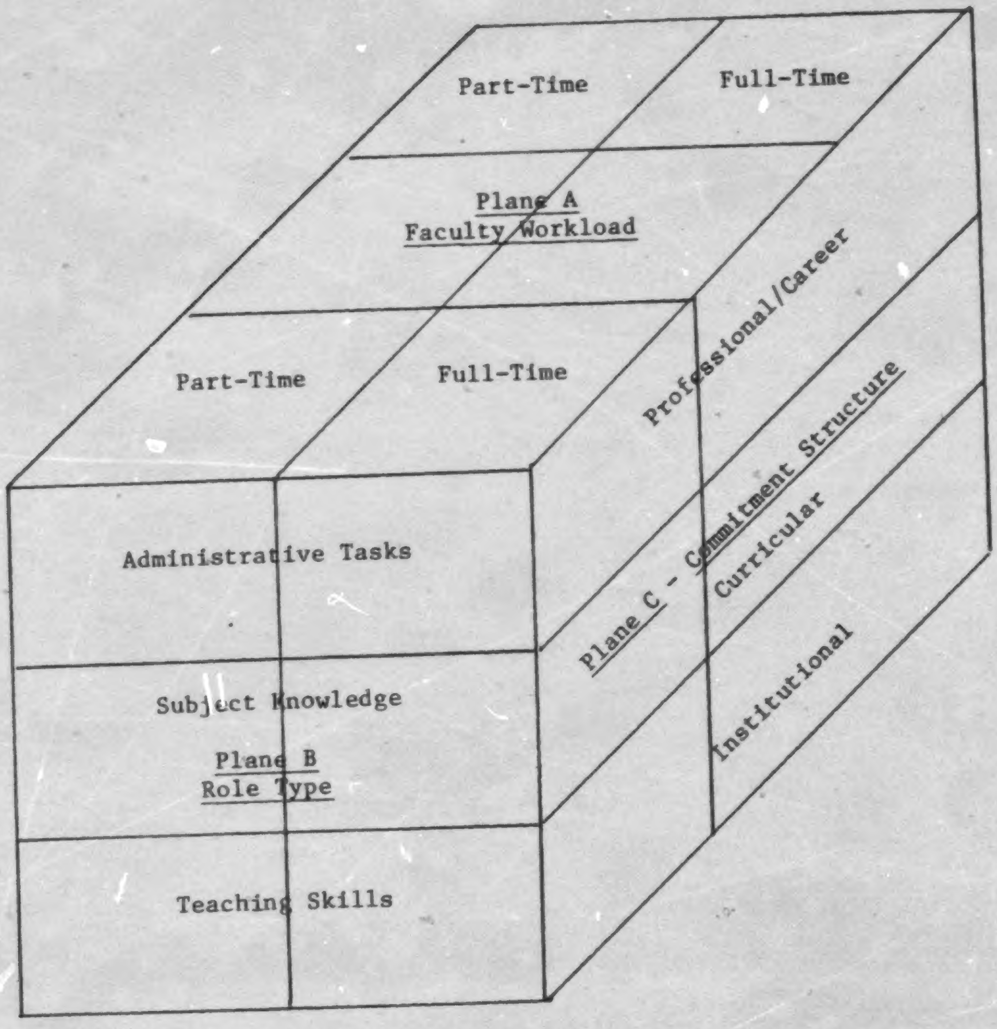

Part-Time
Full-Time
Plane A
Faculty Workload
Part-Time
Full-Time
Professional/Career
Plane C - Commitment Structure
Curricular
Institutional
Administrative Tasks
Subject Knowledge
Plane B
Role Type
Teaching Skills

Figure 1
A Matrix of Structured Faculty Roles

Another plane of the matrix of faculty roles is described in terms of the types of tasks to be carried out by faculty. All teachers, whether part-time or full-time, must carry out roles in three areas, if they are going to function effectively.

1. The faculty member must perform some basic administrative tasks. He must keep records on students, meet classes on time, keep some sort of attendance, and while there are some faculty who may not agree, they must turn in grades and reports on time. The faculty member must have at his hands, whether he be full-time or part-time, knowledge of how the institution operates, what services are available to himself as a teacher or to the students, what is required or expected of him, how to find a course syllabus, how to handle cheating or other types of discipline, what the rules or regulations are, where he can turn for help on a routine basis or in an emergency, how he can get a door unlocked, where he can find chalk, or what to do when every student fails the first test.
2. A faculty member must know the subject being taught. Whether the subject is Astronomy or Astrology, Genetics or Geneology, Welding or Wedding Cake Design, the individual faculty member should have more knowledge in the subject area than the students have, at least when he first enters the classroom.

3. The instructor should have some skill in providing a means whereby his or her greater knowledge can be communicated effectively to students. A faculty member must be able to teach. A skill that is often assumed in this dimension is the ability to assess student learning, to test, to grade. The assumption may not be warranted.

A third plane in the matrix of faculty roles describes how a faculty member must be committed to the college along three structured role dimensions. Toombs describes this plane as having three such structured dimensions; the professional/career dimension, the curricular dimension, and the institutional dimension. The professional/career dimension may be described as a commitment that goes beyond employment. It further encompasses a sense of responsibility to the profession. The part-time faculty member may have few if any internally felt obligations to the profession of teaching. Most often such faculty are homemakers, welders, accountants, automobile mechanics, executives, secretaries, attorneys, or engineers. Very seldom does the part-time faculty member have a sense of personal identification as a teacher.

Within the curricular dimension, the part-time faculty member has little experience or expertise in taking a complex subject field and breaking it down into its component bits of "learning." The part-time faculty member furthermore has little experience by which he can judge how many of these pieces of learning may be reasonably expected to be learned by a student in a given period of time nor how to assess whether a student has learned them. The faculty member hired on a part-time basis may, in fact, be able to teach a given course well. The ability to visualize that course as a portion of a total curriculum that will provide the student with the full background necessary to pursue a career may well be lacking.

The institutional dimension may be described as a commitment to the college itself. This may be at the same time the most important and the most ignored dimension of all. The sense of commitment to a clearly defined philosophy and way of education is what makes an institution unique. This can most easily be seen within a community college. Within such colleges exists an ideal that the institution is a teaching institution with the student as its primary focus. This forms a platform from which all of the activities of the college may operate. It is perhaps an indictment of our colleges that, while we look for this commitment from part-time faculty, we seldom demonstrate our commitment to them. We tend to forget that most part-time faculty are teaching because they want to rather than teaching in order to make a living.

PROBLEMS UNIQUE TO THE PART-TIME TEACHER

As noted above, there are a number of problems unique to staff development for part-time faculty.

1. For some reason many of our institutions apparently feel that the part-time faculty member is worth less. They assume because someone may have another kind of job during the day or at other hours that they should be paid less

but expected to perform at the same level. Malcolm Scully quotes Jane T. Flanders, a part-time lecturer in English, in a recent Chronicle of Higher Education article:

> The conditions under which the part-time instructor works are discouraging even to the most dedicated, and insulting to anyone with a modicum of respect for his ability.
>
> Part-time teachers are marginal, expendable, underprivileged, and underpaid. They have no assurance of employment from one term to another.
>
> She adds, "Because part-timers are voiceless and alienated, few are aware of their situation. No one seems to know who the part-timers are, and they often do not know each other. (1976)

Parker and Vecchitto have gone even further in describing the Community College of Vermont approach to meeting the financial crisis. This approach is primarily based on the use of part-time faculty. They make a major point that such faculty can be gotten very inexpensively and that they need be paid no fringes. They go on to praise [sic] the benefits of a lack of long-term commitment and obligation on the part of the college.

2. Since part-timers are most frequently paid by the hour, they feel little obligation to teaching beyond the hours they are being paid for; they seldom will volunteer their willingness to become involved in personal or professional development in any of the 18 role spheres of the matrix described above.

3. Part-time faculty are often unavailable . . . period, and that may be our fault as well. Seldom does the part-timer have an office or even a consistent means of communication such as a mailbox.

The question may well be asked, how can we demonstrate our commitment to part-time faculty so that we can expect them to commit themselves to excellence in teaching. As anyone who has reviewed the literature on staff development for part-time faculty can tell you (A complete review can be done in about two hours.),[1] doing anything will be a major step forward.

DEALING WITH THE PROBLEM

Most faculty development programs are aimed at the administrative tasks of the part-time faculty. These programs usually consist of a handbook, a brief orientation session, or both. These involve minimal expenditures and can have a forceful and visible impact. By that, we don't mean to diminish the importance of administrative tasks on the part of faculty. Most colleges give a course syllabus (maybe), a week's notice, and a classroom full of students.

---

[1] The only readily available journal articles dealing directly with this subject are:

Andreyka, Robert E. "In-Service Education for Part-Time Technical Instructors." *Technical Education News*, 30, 2, pp. 7-10. April/May, 1971.

Bender, Louis W. and Breuder, Robert L. "Part-Time Teachers--Step Children of the Community College." *Community College Review*, 1, 1, pp. 29-37. April, 1973.

Bender, Louis W. and Hammons, James O. "Adjunct Faculty, Forgotten and Neglected." *Community and Junior College Journal*, Vol. 3, No. 2, October 1972, pp. 21-22.

The following may be seen as a minimal but potentially effective program aimed at the administrative sphere.

1. An orientation program, preferably with a free meal or at least punch and other refreshments, at which each administrator and/or service center director tells what they do and how they can help the part-time faculty member, should be held for all part-time staff each term. Very few part-timers know what media services is all about or what is available. Very few part-timers refer students to counselors because very few part-timers know what counseling services are available. Most of our service center directors, whether in developmental education, the dean's office or in the business office, leave at 5:00. Examine, some time, your list of delinquent payroll forms or late class lists and see what proportion of the list is part-time faculty. I predict it will be a high proportion. On the other hand, examine those who have signed purchase orders to order supplies or those who have met with the educational development officer or dean, and you will find part-timers names almost entirely missing. A straightforward, simple orientation program is not only helpful, but welcomed hungrily by part-time faculty. The program should not be a one-time affair. Repeated meetings once or twice each term can help in coming to part-time faculty and in dealing with problems that lie beneath the surface.

2. Develop a "quick and dirty" faculty handbook. The massive volumes we entitle the board policy manual or faculty handbook are of some assistance to someone who has been with the college 15 years or to someone who is trying to bring suit against the college. They are of little help to those who simply want to do an effective job. In developing a faculty handbook, meet with groups of full and part-time faculty and ask them, "What do you need to know to do your job effectively?" Design a faculty handbook to answer those questions. The orientation sessions can be most helpful for developing the handbook. Some good handbooks are available although many try to do too much (Backnik).
3. Have your administrative staff meet regularly with part-time faculty. While few individuals want to work every night, most are willing to help out once in a while. Develop a schedule for rotation of administrators and then let people know that they are available as well as when and where.

SUBJECT AREA

In focusing on the subject matter dimension of a part-time faculty member's role, the job application and interview may be your most important tool. By and large, part-time faculty should be selected with as great or greater care than full-time faculty. They usually do not have the benefit of sabbatical leaves, continuing education, professional travel, etc. Furthermore in most occupational areas, job titles are much broader than a given individual's tasks. A person may be a fine welder without having knowledge and experience in all of the various types of welding that a student seeks to learn from an instructor. The graphic reproduction instructor, who comes from industry, may not have experience with the types of equipment available at the college or with the particular equipment being utilized. Great care must be exercised in selecting part-time faculty that have the narrowly defined expertise necessary for the specific course they are being hired to teach.

Many part-time faculty will not have the course work and/or degrees which will indicate such expertise. A pre-employment interview is, therefore, essential. The use of faculty committees for interviewing part-time faculty may seem cumbersome, but are most worthwhile. Such activities are very time-consuming at first, but soon a college can build a file of well-qualified faculty from which they can select from semester to semester. Applications for full-time faculty from the local area may be a good source of qualified part-timers.

Take time to re-examine your employment application to see if it really is asking what you want to know about a part-time faculty member. While Title IX guidelines dictate many of the questions we can and cannot ask, we still have considerable flexibility in asking questions relating to subject area competence.

When a potential faculty member is identified who may have some minor shortcoming in subject knowledge, it may be a worthwhile investment on the part of the college to investigate development funds for courses, short courses, or seminars. The monies spent on such activities can bring a major return on the investment.

A part-time faculty member also needs teaching skills. It is not reasonable to assume that a part-time faculty member will bring with him an understanding of how to communicate subject matter to others. Those who have worked with large numbers of part-time faculty members know that this easily observed phenomena of teaching skill is most difficult to judge at hiring time. Furthermore, the development of teaching skill is a complex and time-consuming task with only a reasonable chance of success.

A comprehensive evaluation system for part-time faculty can be most helpful in improving instruction. Part-time faculty generally are hungry for anything that will help them teach more effectively. Feedback from a student evaluation system, from visitations of full-time colleagues, or even administrators, is usually well received and turned into improved teaching behavior. The use of the "buddy system" may be especially helpful. Several part-timers can often be teamed up with a single full-time faculty member.

A great deal has been written about the "characteristics" of the effective teacher.[2] While no single set of characteristics can adequately describe the "ideal" teacher, looking for several commonly agreed upon characteristics in hiring part-time faculty may be most helpful. Among these are empathy, organization, punctuality, enthusiasm, neatness and verbal fluency.

---

[2] An excellent and comprehensive annotated bibliography on this subject may be found in Miller, Richard I., Developing Programs for Faculty Evaluation (San Francisco, London: Jossey Bass, 1974).

CONCLUSION

The author has attempted to address the problems of staff development for part-time occupational faculty. Many of the suggested programs have been tried and found to be effective in colleges around the nation. The list of suggestions is far from inclusive. As noted earlier, so little is being done for part-time faculty, almost any program will help. On the other hand, a well-planned, comprehensive program will contribute far more. Schultz (1971, pp. 22-28) suggests several helpful criteria for planning staff development programs:

1. The program should be related directly to the institution's purposes and commitments;
2. The program should be focused on the types of changes which the institution wishes to make and the directions it desires to move;
3. The program should bear a reasonable return to the institution for its investment;
4. The program should build morale and cohesiveness;
5. The program should be planned with an eye on multiplier possibilities;

6. Funds should be budgeted for the program;
7. Faculty should be involved in the planning for the program;
8. An institution should formulate its own program.

I have described a three-dimensional matrix of faculty roles. I suggest that a development program can most effectively and efficiently be directed toward the tasks a faculty member must carry out within that matrix. Our colleges can and must assign part-time faculty in carrying out administrative tasks, in understanding their area of expertise as a subject and in developing teaching skills. By truly showing the college's commitment to part-time faculty, it is my premise that the other dimensions will be developed. Part-time faculty will come to see their courses as a part of a total curriculum, to adopt a dedication to the profession of teaching and to develop a loyalty and returned commitment to the institution of which they are such a vital part. Educators will also come to see part-time faculty as an essential source of full-time teachers. If we do our jobs well, they will be among our best teachers.

REFERENCES

Backnik, J. W. Information and Instructions. Manitowoc-Sheboygan, Wisconsin: Lakeshore Technical Institute and The Adjunct Instructor's Manual. Roscommon, Michigan: Instruction Division, Kirtland Community College.

Parker, Charles A. and Vecchitto, Dan. "A Non-Campus System for Vemont." Directions for New Community Colleges: Meeting the Financial Crisis, Summer, 1973, 1(2), pp. 27-37.

Schultz, Raymond E. "Low Turnover Creates Staff Development Problems." Community College Review, April/May, 1971, pp. 22-28.

Scully, Malcolm G. "Part-Time Teachers: Many are Angry." Chronicle of Higher Education, January 20, 1976.

Toombs, William. "A Three Dimensional View of Faculty Development." Journal of Higher Education, XLVI, No. 6, November/December, 1975, pp. 701-717.

REVIEW AND SYNTHESIS OF TEACHING STRATEGIES FOR POST-SECONDARY INSTITUTIONS

JAMES L. HOERNER
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
VIRGINIA

Before strategies of teaching can be discussed, it seems appropriate to first address the topic of teaching. Much has been said and continues to be said about education, teaching, learning, instruction, etc. New words are even added to reflect other slants to what education is or should be such as "Facilitator."

The confusion that exists is in part due to the fact that teaching is such an important societal responsibility that we cannot seem to settle on any clear, concise, acceptable definition. It is such a fluid, complex phenomena with so many variables, effecting and influencing everyone. Also, learning is a lifelong process in which teaching effects peoples' total lives.

There are at least two kinds of learning - formal and informal. No doubt what we know and are made up of is more a result of informal than formal learning. Education and teaching fall more in the realm of formal than informal. Strategies of teaching are formal processes viewed to be something externally done to someone. Maslow (1962) and Rogers (1969) would view the teaching process as not something done to someone but rather the establishing of a setting or environment where there is "freedom to learn" and where "self actualization" can happen.

Because teaching has been less than successful for many people at many points in their life, the process of teaching attracts much attention and frequently is questioned as to being of any worth at all.

Eble (1971) says that, "If teachers are to claim a worth at all, it must be in a large sense because of the interactions between teacher and student which move the student to become a self-motivating learner."

Mager (1967) states that "Teaching is warranted to the extent that it causes learning to be more effectively achieved than would have been the case in the absence of instruction. In other words, the main justification for the existence of instruction is that it assists an individual to learn something better than he would by himself."

Adams and Garrett (1969) indicate that teaching is even more difficult to define now, than it was a hundred years ago. This, they say is due to the fact that in the minds of many early teachers, the process of teaching primarily consisted of imparting knowledge.

It is becoming increasingly more accepted that teaching is definitely more than imparting or disseminating knowledge. Rogers (1969) and others of the humanist camp agree that teaching is more the facilitating of human growth or assisting the process of becoming.

Perhaps another way of looking at the education/teaching process is that teachers are, "people growers" more than anything else. We have general knowledge about what comprises good teaching. The problem is that we do not understand in detail how good teaching is carried out - so we are unable to give explicit guidance to teachers.

Alexander Mood (1971) explains that there are several categories of excellent teachers. There are the commanding authoritative teachers with high standards who accomplish a great deal. There are the teachers with an unusual store of infectious enthusiasm for everything in sight who generate a great deal of enthusiasm for learning in most students. Both of these categories, he says, include relatively rare people who it would not make a great deal of difference what kind of teaching methods they use. Probably the most numerous categories, Mood writes, of good teachers consist of those who are very sympathetic and very concerned and treat their students as people not as inferior creatures.

As stated earlier teaching to say the least is a people growing process.

Establishing a Framework for Learning

One could know all the strategies of instruction, methods and techniques of teaching and be a failure as a teacher. Teaching is more than the sum total of the parts. It is more than having all the skills and techniques mastered. It is having an understanding of the total picture and a framework established for learning to result.

A person could know all the skills involved in building a house such as, hammering nails, sawing boards, plumbing and using all the tools involved such as squares, levels, pliers, surveying instruments, etc. and not be able to build a house. Rose (1961) suggests that "there is similarity between materials needed in construction and the techniques used in teaching. The techniques must be used at the right time and in the right way in accordance with an overall plan." The significance of any teaching technique depends on a number of things, including the subject matter and objectives of the lesson, the background of the students, the personality of the instructor, and the available tools, materials and training aids."

Instruction, Dickerson (1973) says is concerned with all events in the formal instructional setting that are external to the learner. He is responsible for arranging and controlling the activities of the learner in the way that will most likely result in learning.

A Frame-Of-Mind For Helping Others Learn:

A frame-of-mind conducive to helping others must be established in a teacher. How he perceives his role as a teacher greatly influences what kind of teacher he will be. A number of excellent points are discussed in the book, The New Teachers, that help establish the frame-of-mind necessary to be successful in the classroom. Wagner (1972) in his chapter "Experiencing Students" gives several good points for the new teacher.

1. The New Teacher has the courage to give up his presumed monopoly on knowledge and power to create a more workable classroom atmosphere... he has to defy tradition and habit and expectation.
2. The New Teacher is able to take meaningful risks without letting the presumed consequences paralyze him. His risks seem to derive from the unusual... "A class is an experience in itself."
3. The New Teacher is consistently more interested in students having their own ideas than absorbing the ideas of others.
4. The New Teacher, despite his reluctance to impose direction, feels generally that most students need a structure within which to be free.
5. The New Teacher has found that the most workable tools in teaching are invented on the spot. Other peoples' models and theories are never so germane or workable as those generated within the classes by class members.
6. The New Teacher has, at least for the time being, opted to work within the system...

Jon Wagner continues to discuss "Model Building" as a part of teaching. Any beginning post-secondary teacher should find the book, The New Teachers of value to read.

Messages from Research:

While research has suggested several things to us in regard to teaching, Mood (1971) gives a list of several messages from research that influence instructional strategies:

1. Pay attention to what students say and put it to use.
2. Increase every students' sense of personal worth.
3. Build up every students' sense of self confidence especially with respect to his ability to learn.
4. The teacher must avoid assuming a posture of moral or intellectual superiority.
5. A teacher should analyze and attempt to minimize conflicts of interest with students.
6. Minimize lecturing and passing down information from on high.
7. Maintain an open, relaxed atmosphere in the classroom.
8. Create much activity for students.
9. Use desperate means, if necessary, to combat apathy and boredom.
10. Show genuine concern for well-being of every student in the class.
11. Do not let individuals fall behind.
12. Diversify your teaching.
13. Consult your students about teaching.
14. Teach as well as you know how.
15. Interact with your colleagues.
16. Do not participate in grading systems.
17. Serve as a model.

Not all educators would agree with Mood's list, however, they do serve as food for thought. The book How Teachers Make A Difference does, however, have a number of good ideas about teaching and does help establish a framework for learning.

Developing An Attitude Toward Learning:

One of the most important aspects to accomplish in establishing a framework for learning is to establish an attitude toward learning in the student. Mager (1968) wrote a book on how to develop an attitude toward learning. In his discussion on how attitudes can be influenced by teachers, he gave four convincing points.

1. Learning is for the future; that is, the object of instruction is to facilitate some form of behavior at a point after the instruction has been completed.
2. The likelihood of the student putting his knowledge to use is influenced by his attitude for or against the subject; things disliked have a way of being forgotten.
3. People influence people. Teachers and others do influence attitudes toward subject matter--and toward learning itself.
4. One objective toward which to strive is that of having the student leave your influence with as favorable an attitude toward your subject as possible. In this way, you will help to maximize the possibility that he will remember what he has been taught and will willingly learn more about what he has been taught.

Designing the Learning Environment:

In establishing the framework for learning the designing of the learning environment becomes a very important task. A number of authors have commented on the importance of the learning environment and the concepts that go into creating an atmosphere conducive to learning.

Henry S. Pennypacker (1972) discusses how B. F. Skinner defines teaching as "arranging environmental contingencies so that learning can occur." Pennypacker goes on to say that, "...teaching involves direct action upon the environment of another person (whom we may call a learner) so as to produce something called learning. ...The teacher acts upon the environment which, in turn, acts upon the learner so as to produce something called learning."

Doris A. Trojcak (1971) writes about the importance of the conditions of learning and remarks that it is not possible to control and account for all the conditions so the least that can be done is to concentrate on three important ones: the learner, the learning environment and the teacher. She says that, "a teacher should not be merely a disseminator of facts,...or the star attraction but rather, a designer of the learning environment. A teacher cannot cause learning to happen but can establish the best conditions in which learning is most likely to occur."

Adams (1972) commented that both student and teacher have key roles to play in shaping the learning climate in order to maximize the growth of each. He gives three considerations for facilitating adult learning: (1) creating the learning climate, (2) improving the student self-concept, and (3) planning meaningful learning experiences. Adams further reported 10 frames of reference drawn from Combs (1965) that the "good" teacher would tend to possess in creating the learning climate.

(1) Internal over external--sensitive to and concerned with how things seem to others with whom he interacts and uses this value as a basis for his own behavior.

(2) People over things--concerned with people and their reactions rather than with things and events.

(3) Meanings over facts--sensitive to how things seem to people rather than being exclusively concerned with concrete events.

(4) Immediate over historical--seeks the causes of people's behavior in their current thinking, feelings, beliefs, and understandings, rather than in objective descriptions of the forces exerted upon them now or in the past.

(5) Able over unable--perceives others as having the capacities to deal with their problems as opposed to doubting their capacity to handle themselves and their lives.

(6) Friendly over unfriendly--sees others as being friendly and enhancing, not threatening, but well-intended rather than evil-intended ("on our side").

(7) Worthy over unworthy--tends to see other people as being worthy of our respect. They are seen as possessing dignity and integrity which must be respected, rather than being seen as unimportant.

(8) Internal over external motivation--tends to see people and behavior as developing from within rather than as products of external forces. People are seen as dynamic, creative, rather than passive and inert.

(9) Dependable over undependable--tends to see people as basically trustworthy and dependable in the sense of behaving in a lawful way.

(10) Helpful over hindering--tends to see people as being potentially fulfilling and enhancing to self rather than impeding

> or threatening. Tends to regard people as important sources of satisfaction rather than sources of frustration and suspicion. (Combs, 1965)

In creating an environment for learning, it is important that these 10 frames of reference be considered.

Selection and Conceptualization of Teaching Strategies

Selection of Strategies

The selection of teaching strategies is dependent on so many variables. Surely the tool, technique or process to do something cannot be selected until it is decided what is to be achieved. One could not begin to select a road map or plan the process of getting somewhere until it was decided where to go. Learning strategies then are like road maps to goals and objectives.

Because there is such a wide variety of options for the beginning teacher to choose from in developing his/her approach to instruction, it is imperative that the instructor first understand the general motive of instruction. Mager (1967) tells us that there are only two basic kinds of activity in which a teacher can engage; teachers either manage learning resources or they operate as a resource.

Dickerson (1973) indicates that there are certain elements common to every instructional situation regardless of the strategy. He reports nine components identified by Gagné (1970) that should exist in most learning settings.

(1) Gaining and controlling attention
(2) Informing the learner of expected outcomes
(3) Stimulating recall of relevant prerequisites
(4) Presenting the new material

(5) Offering guidance for learning

(6) Providing feedback

(7) Appraising performance

(8) Making provision for transferability

(9) Ensuring retention

These components should be kept in mind when selecting instructional strategies.

Butler (1972) in his comprehensive discussion on instructional systems reminds us of seven factors that affect learning and should be kept in mind when selecting strategies.

(1) Motivation

(2) Organization

(3) Participation

(4) Confirmation

(5) Repetition

(6) Application

(7) Individual differences

Mager and Beach (1967) also comment on the dilemma we find ourselves in when trying to select instructional strategies. They say, "Though schools and instructors have been in existence for centuries, and though educational researchers have been at work for decades, we do not yet have a science-based guide that tells us how to make accurate selection of appropriate instructional strategy. They further comment on the importance of knowing the characteristics of each instructional tool or technique when trying to select the most appropriate approach to use.

Most educators tend to plan and select instructional strategies based on where they are and what they wish to accomplish. Perhaps this is best coined as teacher-centered teaching instead of student-centered instruction. Trojcak (1971) says that it would be extremely foolish to plan for an instructional goal without considering the student. "Identifying the learner's entry behavior is probably one of the most important yet most frequently ignored task of the teacher." Unfortunately we have not become very sophisticated at pre-assessing or pre-testing our students.

Erickson (1970) further supports that research which consistently reveals that "student-centered" factors are the most important ones for determining how rapidly and how well students will learn. The teacher should direct the greatest amount of energy in setting the conditions for learning toward these "individual-difference" variables.

One common mistake that teachers on the post-secondary level tend to make is to use the same strategies, styles, and techniques of teaching that are used for young people. It is extremely imperative that the differences between adults and youth be recognized and considered when selecting instructional strategies for the post-secondary level. Adams (1972) reported that Larson (1970) summarized the following nine factors concerning the adult learner which are worthy of consideration when planning curriculum and instruction.

(1) Intelligence does not decline after 30 or 35 but continues relatively unchanged until about age 65.

(2) Adults do slow down in reaction time as they mature. Hearing and eyesight decline.

(3) Chronic physical and health problems such as heart disease, diabetes, and hypertension slow down the learning power.

(4) Adults may have problems unlearning some things but are capable of doing so.

(5) If new materials are based upon their past experiences, adults learn faster than do children.

(6) Adults tend to dislike competitive class situations or disciplinary measures.

(7) Adults work better in cooperative, non-competitive, non-evaluative settings.

(8) Many adults come to class with a great deal of insecurity and anxiety.

(9) Anxiety and feelings of insecurity must be reduced if learning is to be maximized.

These nine factors seem extremely important as post-secondary educators plan and select the appropriate instructional strategies for facilitating adult learning.

The crux of selection of teaching strategies lies within the ability of any educator, once knowledgeable of the styles, skills and techniques available, to make the appropriate decisions regarding which skill and approach to apply when. Gage (1971) reports that Bush (1965) has argued, beyond the technical skills the teacher needs decision-making capabilities that will enable him to integrate the skills into desirable teaching strategies.

All the skills in the world are of little value if one does not know when to apply them. This is not only true of teaching but all professions.

Conceptualization of Teaching Strategies:

Each author reviewed for this section of the paper discusses teaching strategies from his/her own point of view with little consistency with other writers. This writer, therefore, is not attempting to catalogue or categorize a taxonomy of teaching strategies, styles, methods, techniques, devices or approaches to learning only to review and synthesize what has been said.

Attempts have been made to define the three terms: teaching strategies, teaching techniques and instructional devices or aids.

In general, teaching strategies are concerned with the ways in which a class is conducted and the content presented such that the ultimate goal is achieved. This is the sum total of everything a teacher does to reach a set goal or objective. It is a mixture of teaching personality, motivation used, teaching techniques, instructional aids, learning environment, and everything that a creative mind can assemble such that the success of learning is realized.

Teaching techniques can be defined as specific approaches to teaching used to convey information to the student such that the student is able to achieve the ultimate goal.

Instructional devices or aids are objects which supplement and/or compliment the learning environment such that the ultimate goal is achieved.

Since there is no clearly agreed-upon definition of what a teaching strategy is, it becomes very difficult to develop a discussion with a degree of consistency and comprehensiveness. Many authors have written about teaching/instructional strategies and have discussed the importance of strategies and how to select them but seem to neglect to define such.

This author chooses to define a teaching strategy as the approach, the overall plan to assisting a learner achieve learning goals or objectives. As indicated early in this paper, teaching strategies are "roadmaps" for learning.

At a lecture series conducted in the summer of 1975 at Virginia Polytechnic Institute and State University, this author identified a six step model for facilitating learning.

Step one - Identify the competencies or performance desired by the learner.

Step two - Identify where knowledge and/or skill of competency is to be found--sources.

Step three - Determine alternative methods of obtaining knowledge (i.e. experience it, hear it, see it, read about it, etc.)

Step four - Select appropriate methods feasible for students to obtain competency at this point in time.

Step five - Implement plans for learning competency with continuous assessment taking place.

Step six - Provide a means for demonstration of satisfactory achievement of competency, keeping in mind that the teacher is not always the best assessor--other expertise should be used whenever desirable. (Hoerner, 1975)

With this six step model for learning, strategies can be selected that best suit the student, the setting, and the knowledge/skill to be achieved.

Dickerson (1973) suggests that the strategy used by an instructor may vary depending upon the characteristics of the instructor, the nature of the learners and the objectives at any given time. He goes on to tell us that there are only two general types of strategies--the closed and the open.

Closed strategy--the instructor is dominant and controls every aspect of the learning situation. The learner assumes a relatively passive role, listening and following directions.

Open strategy--the learner is given a more active part in directing his or her own learning activities, while the instructor is more concerned with providing assistance than with giving firm directions.

Dickerson goes on to discuss how the instructor must select appropriate instructional processes in order to use a particular instructional strategy effectively. He suggests that there are three instructional processes: (1) methods, (2) techniques, and (3) devices.

1. Methods - are the ways in which an unknown and undefined body of potential participants may be organized for purposes of directed learning. Dickerson suggests two methods - individual methods such as correspondence study, directed individual study, apprenticeship and programmed instruction, and group methods such as the class, discussion group, workshop and seminar.
2. Techniques - are the ways in which an instructor establishes a relationship between himself, the learner, and the material to be learned once the method is determined. He further suggests that techniques may be classified according to their main functions which include: acquiring information (the lecture); applying knowledge (group discussion); and, acquiring skills (demonstration).
3. Devices - are instructional aids that increase effectiveness of techniques but do not teach by themselves. The four main types of instructional devices, and examples of each are: illustrative (films); extension (television); manipulative (tools);

and, environmental devices (seating arrangements). Dickerson explains each of the above methods, techniques and devices in detail which could be of much assistance to the beginning post-secondary instructor.

Adams and Garrett (1969) devote a discussion of teaching methods and reflect that there are probably as many teaching methods as there are teachers hence it is impossible to arrive at a complete listing of methods. They do, however, review five methods:

(1) The unit method

(2) The lecture method

(3) The recitation method

(4) The forum technique

(5) The project method

With the Unit Method, the classwork is built around general concepts or major blocks of subject matter. Frequently the usual subject-matter categories are disregarded or "merged." There is a great deal of related activity, with emphasis on committee or small group work which often culminates in committee or individual reports on various aspects of the general problem. "This somewhat informal approach to the teaching-learning situation is in keeping with the philosophy of John Dewey and others," (Adams and Garrett, 1969).

The Lecture Method is based on the assumption that telling is teaching. The role of the teacher and learner are well defined, with little overlapping. This method gives the teacher an opportunity to draw upon his own background. Probably the lecture method receives more criticism than any other approach.

The Recitation Method is considered next to the lecture method to be the oldest. Traditionally the form was essentially an oral examination. The teacher tends to do little teaching but instead his role is that of hearing lessons. This method or style has almost disappeared because of its many weaknesses.

The Forum Techniques are extremely widely used. It gives everyone a chance to participate in the class discussion; it gives valuable experience in the verbal skills of speaking and listening; and it gives students an opportunity to operate at the higher intellectual levels. Other forum type activities in addition to class discussion include panel discussions, debates, and group reports.

The Project Method of teaching is frequently referred to as the project-problem method and involves confronting the student with a reality problem. This method provides for individual interests, motivates research, and develops problem-solving skills. It is, however, time-consuming. The project method is used to a great extent in occupational education programs.

Adams and Garrett also spend time discussing several of the tools of teaching that might be applied in the above mentioned methods or styles of teaching. Their discussion includes:

(1) Textbooks

(2) Reading lists and bibliographies

(3) Supplementary books

(4) Newspapers, Pamphlets, Magazines

(5) Audiovisual Aids

(6) Films

(7) Filmstrips

(8) Recordings

(9) Models

(10) Charts and photographs

(11) Specimens

(12) Commercial television

(13) Educational television

(14) Closed circuit television

(15) Computers

These tools have their effectiveness for certain teaching settings, students and programs and should be used in accordance to their appropriateness.

Another teaching strategy is that described by Trojcak (1971) as the Motor Model which she says is one of the most basic instructional strategies. This strategy is used to help the learner develop skills or capabilities involving muscular coordination. It is extremely important that the "roadmap" for this strategy include: the terminal performance expected, an awareness of the students' entry level and a well-defined sequence of subordinate skills.

Trojcak also discusses two other models: S.P.C.P. Model - a cognitive roadmap involving Sensations, Perceptions, Concepts and Principles; and, what she refers to as the Taba Tri Tram Model - that includes three cognitive tasks: concept formation, interpretation of data, and application of principles and facts.

The keys element to any teaching strategy most writers agree is the teacher. Adams (1972) also referred to instructional strategies and relates that Hayes, et al. (1966) noted too that there are as many teaching methods as there are teachers and that the effectiveness of any single method appears to vary with the teacher, the student, and/or the teaching-learning situation. Adams also commented about Carpenter (1969) and his suggestion that the greatest usefulness of any treatise on method or technique is the range of alternatives which it opens up for consideration by teacher and student. Carpenter, Adams said, reviewed 24 group methods and techniques appropriate for adult education. Carpenter encourages variety in program presentation to heighten activity and increase its meaningfulness for the student.

Adams also relates nine generalizations suggested by Tyler (1966), and Boone and Quin (1967) about selecting meaningful learning experiences.

(1) Motivated students tend to learn more rapidly than non-motivated.

(2) Ease of learning seems to vary directly with the meaningfulness of the material presented.

(3) Learning is an active process on the part of the learner.

(4) Repetition or practice enhances our learning of skills.

(5) Experiences which occur together tend to reoccur together.

(6) Relearning changes the knowledge, beliefs and expectations of the learner.

(7) Readiness is the stage at which the learner can most easily learn and tends to appear at different times for various students and various types of learning.

(8) Learning process and achievement of results are related closely to individual differences among learners.

(9) Learning proceeds best when the learner can see results.

As teaching strategies are selected, these nine generalizations should be considered.

The Independent Study teaching strategy to help individuals learn appears to be receiving increased attention. It is especially appealing to adults and has much application on the post-secondary level.

Baskin (1967) suggests that the use of the independent study program is a major development in college teaching. Whereas it used to be a concept long regarded as a perogative of the superior student, it is now becoming a meaningful approach to be available to all students at the beginning as well as throughout their programs. Baskin, in addition, discusses some of the technology of instruction such as instructional television and computer technology as well as field experience as a way of learning and residence-hall instruction.

Langdon (1973) also comments on independent study giving it the name of Adjunct Study Guide. He discusses at length the format and steps in developing the adjunct study guide as a means to help a student pursue an area of study that is not necessarily covered by a course. Since Langdon's complete book is devoted to instructional designs for individualized learning, it can serve as a valuable resource for those who wish to develop this strategy.

Contract Learning has recently been put forth as a reasonable teaching/learning strategy for certain kinds of students and subject areas. Since this strategy calls for a degree of maturity on the part of the student, it can be an excellent strategy for the post-secondary level.

A. Nancy Avakian (1974) discusses contract learning as a term used to imply a solid commitment to a plan of study developed by a student and a faculty member after joint deliberation. The contract specifies the learning activities to be undertaken, the duration of the study, the criteria for evaluation and the amount of credit assigned. The contract strategies offer many options to learning. Avakian suggests that it can include such means of learning as: independent study modules, short discourses, internships, field studies, travel or any other activity or experience deemed by both student and teacher to be meaningful learning.

Another teaching strategy is that of Individualized Instruction. So much has been said and continues to be said about individualized instruction as an approach to help students learn. Finch and Impelliteri (1971) comprehensively reviewed the recent literature dealing with individualized instruction for Vocational Technical Education. They reported four types:

(1) Individually diagnosed and prescribed instruction - designed and prescribed by the school for the student to master.

(2) Personalized instruction - the student selects appropriate objectives and the school prescribes the instructional strategies.

(3) Self-directed instruction - the student selects the instructional strategies.

(4) Independent study - the student selects objectives and strategies to follow.

The strategies of individualized instruction hold many advantages for the student and should be used to a much greater quantity than we presently are on the post-secondary level.

Frantz (1974) devotes his complete book to individualized instructional systems. He covers developing, implementing, practicing and evaluating individualized instructional systems. He gives six assumptions used in an attempt to individualize a number of post-secondary vocational education programs.

(1) The development of any program should consist of a systematic approach to curriculum development based on an occupational analysis.

(2) Teachers must be committed and participate in the development if success is to be achieved.

(3) The administration should be committed to individualized instruction.

(4) The necessary media, equipment, and software must be available.

(5) Support should be provided from a teacher training institution.

(6) Support should be provided from the Department of Education of the state.

Another strategy of instruction quite similar to individualized instruction is that of Programmed Instruction. Much has been said about programmed instruction as an approach to help others learn. Norton (1967) says that it is a process or technique for the design of self instructional materials. Programmed instruction is based on six established principles:

(1) it recognizes individual differences

(2) it requires active participation

(3) it provides immediate knowledge of results

(4) it reduces anxiety

(5) it provides spaced review

(6) it emphasizes the organized nature of knowledge

McKeachie (1969) wrote one of the more comprehensive books discussing several strategies and approaches to teaching on the post-secondary level. His book is as he says a compilation of useful tricks of the trade that he has found useful in running classes. In addition to covering several of the strategies already referred to in this paper (i.e. lecturing, project method, independent study and programmed learning), he also discusses laboratory teaching and role playing.

The Laboratory Teaching strategy, McKeachie suggests is widely accepted and assumes that first hand experience in observation and manipulation of materials is superior to other methods of developing understanding and appreciation. It also is frequently used as a means for skill development. One weakness of the laboratory technique is that information cannot be obtained as rapidly as other means, however, it is superior in establishing retention and learning skills and ability for applying knowledge.

McKeachie refers to Role-playing as one of the newer techniques of teaching. Role-playing is the setting up of more or less unstructured situations in which students' behavior is improvised to fit in with their conceptions of roles which they have been assigned. It is like a drama and has the following uses in the classroom:

(1) To give students practice in using what they've learned.
(2) To illustrate principles from the course content.
(3) To develop insight into human relations problems.
(4) To provide a concrete basis for discussion.
(5) To maintain or arouse interest.
(6) To provide a channel in which feelings can be expressed under the guise of make-believe.

Role-playing has its application on the post-secondary level when used appropriately.

Other Published Materials Related to Instructional Methods, Techniques, Tools And Strategies.

A number of authors have written about teaching techniques, tools and methods that seem appropriate to be mentioned in one catch-all category. Most of their writings are not about teaching strategies per se but about aspects of teaching.

Rose (1961) did a complete book on the job of the vocational instructor. While his book is somewhat out-of-date much of what he has to say about lesson planning, using training aids, preparing courses, testing, and on-the-job training has application to the post-secondary level.

The Industrial Education Department at the University of Texas (1965) published a guide for the preparation of occupational instructors which presents 32 handout sheets to be used in helping occupational teachers learn about teaching. The handouts cover everything from the four-steps of teaching to assigned sheets, information sheets, visual aids, inventory taking and keeping records.

Leighbody and Kidd (1966) published a book on the methods of teaching shop and technical subjects that covers a number of aspects of teaching. They discuss lesson planning, methods of presentation, testing skill development, etc. This is a useful book for the beginning post-secondary vocational instructor.

Haney and Ullmer (1970) published a book dealing with educational media and teaching which has several significant suggestions on how to appropriately use media to enhance teaching. They address such topics as: applying media, media services, equipment and usage of the common media devices.

Dr. Thomas Gordon (1974) published a recent book on the topic of teacher effectiveness that has a good deal to offer any teacher. While he does not address teaching strategies per se, he deals heavily in the area of teacher-student relationships and the importance of good communications in the classroom.

Another good book that covers various aspects of teaching occupational skills is by Cenci and Weaver (1968). They address many topics of teaching such as how people learn, understanding the learner, and group and individual teaching as well as others that relate to being an effective teacher.

Another set of publications that have application to improving vocational instruction on the post-secondary level are the 29 Performance Based Teacher Education modules dealing with instructional execution developed by the Center for Vocational Education (1975). The modules cover various techniques and methods of teaching such as: field trips, buzz groups, problem solving, questioning techniques etc. and can be very useful for the beginning vocational technical teacher.

Summary Remarks.

Since there has been a voluminous quantity of writing done on teaching, it was not possible for this writer to discuss every publication dealing with or related to teaching strategies for the post-secondary level. The attempt has been to cover a number of the materials which in the opinion of this writer have application for the beginning post-secondary teacher who is interested in improving teaching strategies, techniques and instructional aids. To this end, it is hoped that this purpose has been achieved.

BIBLIOGRAPHY

Adams, Dewey A. Review and Synthesis of Research Concerning Adult Vocational and Technical Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1972, 66 pp.

Adams, Sam and Garrett, John L. Jr. To Be a Teacher: An Introduction to Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, 258 pp.

Avakian, Nancy A. "Writing a Learning Contract" Lifelong Learners - A New Clientele For Higher Education. (Edited Dyckman W. Vermilye) San Francisco: Jossey-Bass Publisher, 1974, 177 pp.

Baskin, Samuel, "Innovations in College Teaching" Improving College Teaching (Edited Calvin B. T. Lee) Washington, D. C.: American Council on Education, 1967, 408 pp.

Boone, Edgar J., and Quinn, Emily H. Curriculum Development in Adult Basic Education. Chicago, Illinois: Follett Publishing Company, 1967, 40 pp.

Bush, R. N. "The Scinece and Art of Educating Teachers" Improving Teacher Education In the United States. (Edited by S. M. Elam) Bloomington, Ind.: Phi Delta Kappa, 1966, pp 35-62.

Butler, F. Coit Instructional Systems Development for Vocational and Technical Training. Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1972, 360 pp.

Carpenter, William L. Twenty-four Group Methods and Techniques in Adult Education. Washington, D. C.: Educational Systems Corporation, 1969.

Cenci, Louis and Weaver, Gilbert G. Teaching Occupational Skills. New York: Pitman Publishing Corporation, 1968, 270 pp.

Center for Vocational Education, "A Series of 29 Instructional Execution Modules" developed by the Center at the Ohio State University, Columbus, Ohio, 1975.

Combs, Arthur W. The Professional Education of Teachers. Boston, Mass. Allyn and Bacon, Inc., 1965, 134 pp.

Dickerson, Gary, Teaching Adults. Tarout, Ontario: New Press, 1973, 108 pp.

Eble, Kenneth E. The Recognition and Evaluation of Teaching. Washington, D. C. American Association of University Professors, 1971, 111 pp.

Erickson, Stanford C. "Earning and Learning by the Hour" Effective College Teaching (Edited by William H. Morris) Washington, D. C., The American Association for Higher Education, 1970, 162 pp.

Frantz, Nevin R. Jr. Individualized Instructional Systems for Vocational and Technical Education: A Collection of Readings. Athens, Georgia: Publishing Systems, Inc., 1974.

Gage, N. L. "A Tool-Development Strategy for Research on Education" How Teachers Make a Difference. Washington, D. C., Bureau of Educational Personnel Development, U.S.O.E., 1971, 161 pp.

Gagné, Robert M. The Conditions Of Learning. New York: Holt, Rinehard and Winston, 1970.

Gordon, Thomas, Teacher Effectiveness Training. New York: Peter H. Wyden, Publisher, 1974, 365 pp.

Haney, John B. and Ullmer, Eldon J. Educational Media and the Teacher. Dubuque, Iowa: William C. Brown Co. Publishers, 1970, 130 pp.

Hayes, et al. "Methods," Basic Education for The Disadvantaged Adult. (Edited by Frank W. Lanning and Wesley A. Mony.) Boston: Houghton-Mifflin Co., 1966, pp. 346-359.

Hoerner, James L. "Courses or Competencies" Report of the Summer Seminar - 1975 College of Education Edited by Martha Harder. Blacksburg, VA: College of Education, Virginia Polytechnic Institute and State University, 1975, 94 pp.

Industrial Education Department, Texas University, The Preparation of Occupational Instructors, Austin, Texas: Division of Extension, University of Texas, 1965, 176 pp.

Landgon, Danny G. Interactive Instructional Designs for Individualized Learning. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973, 149 pp.

Larson, Curtis G. "The Adult Learner: A Review of Recent Research," American Vocational Journal. Vol. 45, No. 6 (September 1970), pp. 67-68.

Leighbody, Gerald B. and Kidd, Donald M. Methods of Teaching Shop and and Technical Subjects Delmar Publishing, Inc. 1966, 201 pp.

Mager, Robert F. Developing Attitudes Toward Learning. Palo Alto, California: Fearon Publishers, 1967, 84 pp.

Maslow, A. H. "Some Basic Propositions of a Growth and Self-Actualization Psychology" Perceiving Behaving Becoming. Washington, D. C, Association for Supervision and Curriculum Development, National Education Association, 1962, 256 pp.

McKeachie, Wilbert J. Teaching Tips: *A Guidebook for the Beginning College Teacher*. Lexington, Mass. D. C. Heath and Co., 1969, 280 pp.

Mood, Alexander M. "How Teachers Make a Difference" *How Teachers Make a Difference* Washington, D. C. Bureau of Educational Personnel Development, U.S.O.E., 1974, 161 pp.

Norton, Robert E. *Using Programmed Instruction in Occupational Education.* Albany, N. Y. Bureau of Occupational Education Research, The New York State Department of Education, 1967, 51 pp.

Pennypacker, Henry S. "Teaching: An Emerging Behavioral Science" *An Introduction to Education: Selection of Reading*. (Edited by Marjorie Mitchell Cann), N. Y. Thomas Y. Crowell Co., 1972, 419 pp.

Rogers, Carl R. *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, 358 pp.

Rose, Homer, C. *The Instructor and His Job*. American Technical Society, 1961, 281 pp.

Trojcak, Doris A. "Developing Competency for Sequencing Instruction" *Developing Teacher Competencies*. (Edited by James E. Weigand) Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1971, 321 pp.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction*. Chicago, Ill. University of Chicago Press, 1966, 83 pp.

Wanger, Jon "Experiencing the Students." *The New Teachers* (Edited by Don M. Flournoy) San Francisco, California: Jossey-Bass Inc., Publishers, 1972, 206 pp.

"STATE OF THE ART"

IN-SERVICE TECHNICAL UPGRADING OF POST-SECONDARY VOCATIONAL-TECHNICAL INSTRUCTORS

GEORGE STORM
PROFESSOR OF EDUCATION
SCHOOL OF EDUCATION AND LEARNING RESOURCES
FERRIS STATE COLLEGE
MICHIGAN

As we view the existing pattern of technical upgrading programs for post-secondary vocational-technical instructors we can't help but look with awe at the wide variety of professional improvement opportunities that exist in most occupational fields. The opportunities are there, but they are not utilized to their best advantage. As this report will demonstrate there are a wealth of excellent technical upgrading opportunities available in most regions.

While this report does not include annual conferences and conventions, their importance in technical upgrading of professional educators cannot be overlooked. In addition to the conferences of the technical societies representing the specific occupational areas, such as national occupational education organizations as the American Vocational Association and the American Technical Education Association conduct excellent technical sessions at their national and regional meetings.

The programs discussed in the report were selected to indicate types and varieties. Since the size of the report had to be limited, no attempt was made to compile a comprehensive list of training programs.

Through the courtesy and cooperation of vocational-technical education leaders, whose names are listed in the appendix of this report, we have an up-to-date overview of technical upgrading programs in the

United States--classified under five categories;

(1) Workshops at Teacher Educational Institutions

(2) Industry and Business Sponsored Workshops

(3) Workshops Sponsored by Technical Societies and Labor Organizations

(4) State Department of Education Sponsored Workshops

(5) Work Experience Programs in Business and Industry

There is considerable overlap between these classifications. Teacher education institutions may sponsor industry conducted workshops; state departments of education may sponsor workshops conducted by teacher education institutions; post-secondary institutions sponsor work experience programs for their own teaching staff. These and other similar overlapping arrangements demonstrate the interdependence of these agencies in their professional upgrading efforts.

The Scope of Technical Upgrading

Technical upgrading of post-secondary vocational-technical instructors takes many forms. Most frequently, business and technical society sponsored courses, workshops, and training sessions dominate. Colleges and universities also sponsor technical workshops either by themselves or in cooperation with state departments of education.

Other, less known but equally significant programs include, industry/school exchange; summer trade experience; evening and weekend trade experience oriented activities.

A different but still important form of technical upgrading is attained through advisory committees and technical-professional organizations. Instructors, who meet regularly and frequently with their advisory committees composed of business and industry representatives, gain valuable, current information regarding their respective technologies. Similarly, teachers active in technical societies keep up-to-date in their subjects through the organizations' technical meetings and publications.

One other type of technical upgrading takes place when instructional programs use business and industry as a laboratory for part of the program. While the purpose of cooperative work-experience arrangements is service to students, the periodic visits to student work-stations also enable instructors to observe current work practices and equipment.

Incentives for Technical Upgrading

The Commission on Nursing Education of the American Nurses Association is currently recommending the adoption of Standards for Continuing Education in Nursing.[1] The objectives of the standard are to assist nursing personnel to improve their practice, promote and exercise leadership in effecting change in health care delivery systems and fulfill individual professional aspirations.

ANA recommends the contact hour as the basic unit of measurement for continuing education in nursing. The contact hour is a unit of measurement equivalent to 50 minutes of participation in an organized continuing education experience.

The Commission recommends the use of the CEU (Continuing Education Unit) as one unit of measurement and recording for organized educational offerings. One CEU is ten contact hours of participation in an organized continuing education experience.

In some instances educational institutions grant academic credit for continuing education activities. However the educational institutions must be petitioned for such credit prior to the planned activity.

The American Society of Radiologic Technologists and the American Registry of Radiologic Technologists developed its guidelines for Evidence of Continuing Education[2] in July 1975. ECE is a voluntary recognition program. To satisfy the requirements for ECE a minimum of one-hundred points must be accumulated within a three year period.

Points may be earned in any one of the disciplines of radiologic technology (diagnostic, radiation therapy, nuclear medicine, etc.). A maximum of 10 points per year may be earned for practicing one's profession. A minimum of 20 points must be obtained in the disciplines of radiologic technology.

A maximum of 80 points may be earned in related courses for academic credit.

A maximum of 30 points may be obtained through non-related subjects for academic credic.

A maximum of 12 points may be earned in the areas of non-related published material.

Excess points earned during a three-year accumulation period may not be carried over.

ECE points can be earned for participating in educational activities (outside of one's job).

Presenting paper	3 - 10	Related published material	3 - 10
Scientific exhibit	3 - 10	Textbook	100
Lecturing	3 - 5		

The Minnesota State Plan for Vocational Education requires evidence of 108 clock hours of updating activities for each 5 year vocational certificate renewal. Each approved week of employment related to the occupation equals 5 clock hours. Up to 60 clock hours may be credited for leaves spent in business, industry, or agency experiences. Industrial conferences, institutes and seminars in business and industry are rated on actual clock hour basis.

Idaho's State Plan contains similar requirements for technical upgrading. Non-degreed instructors may also earn university credit toward undergraduate degrees at two state universities for approved technical upgrading activities.

TECHNICAL UPGRADING SPONSORED BY COMMUNITY COLLEGES AND UNIVERSITIES

The College of Nursing, Marquette University, Wisconsin conducts a one-week course, Instruction in Associate Degree Nursing Programs. The course is designed for currently employed instructors in A.D. Nursing programs and for those nurses who are preparing to teach in the A.D.N. programs. One day of the five day session is devoted to group instruction according to content areas in nursing specialties (Medical/Surgical, Psychiatric, maternal, etc.). The remaining 4 days deal with instructional skill development.

The Dallas County Community College District began the implementation of an in-service training program for administrators in September 1975.[3]

The development of the program dealt with three components: (1) a body of cognitive knowledge which could improve existing administrators and prepare faculty members for administrative positions; (2) a series of small and large group communication labs to work on value identification and human relations; and (3) internship experience for those seeking administrative positions.

Self-instructional learning modules are being developed and field tested to focus on the cognitive knowledge needed in community college administration. A list of administrative competencies that were deemed common to all administrative positions were the bases for the modules.

Ferris State College conducted a course in Auto Electrical Systems combined with Media Development in 1975.[4] The course combined technical updating with instructional media development. Activities included technical presentations, instructional design and development and technical and media laboratory work. Participants developed instructional laboratory guides for automotive lighting, instrument and electrical accessories unit of instruction.

The School of Technology and Applied Science, Kansas State College, annually conducts special workshops in numerous technologies to upgrade teachers and others in new innovations, procedures and developments. These types of workshops are offered by most vocational teacher education institutions.

COURSES AND WORKSHOPS SPONSORED BY TECHNICAL SOCIETIES

Continuing Education Workshop at Virginia Polytechnic Institute & State University to upgrade instructors (3 days). Virginia Association of Allied Health Professions Corp. for health occupations instructors and health care workers at V.P.T. (3 days).

Wisconsin Restaurant Association. NIFI-2 Sanitation Post-Graduate Recertification (National Institute for the Food Service Industry Home-study & Classroom course. Summer 74. Wage & Hour Rules Clinic (one-day, six-hour clinic). The Employee Handbook (one-day seminar). (Appendix D)

The United Association of Journeyman and Apprentices of the Plumbing and Pipefitting Industry sponsors an instructor training course at Purdue University. The requirements for course completion include 130 clock hours of technical content and 70 clock hours of applied science in addition to 100 clock hours of professional education. An instructor training course is sponsored by the National Training Fund, Sheet Metal and Air Conditioning Industry through the Center for Vocational-Technical Education, The Ohio State University.

The Central Portland and Brick Institute of America sponsors a 3-week Masonry Instructor Workshop on new masonry products and construction techniques, in Florida.

The National Safety Council is planning a pilot safety training course for vocational-technical teachers in 1976.

STATE DEPARTMENT OF EDUCATION SPONSORED TECHNICAL UPGRADING

Florida

A 2-week workshop Clinical Updating for Health Occupations Education Teachers is scheduled for the summer of 1976 in Florida. Teachers will be brought back into selected clinical settings to practice clinical skills and become competent in newly developed procedures or techniques.

Workshops are also planned in agricultural education in Soils, Yield Grades in Livestock, Livestock Selection and Agricultural Mechanic Skills; Recent Innovations in Data Processing Technology--2-week workshop for business education instructors; and a 3-week session for cosmetology instructors in New Fashion Products, Styles and Techniques.

Two-day seminars are also planned in Registered Nursing, Respiratory Therapy, Dental Auxiliary, and Operating Room Technician. Seminars during 1974-75 included Land Surveying, Registered Nursing, Fire Service, Practical Nursing, Medical Laboratory and Home Economics Related Occupations.

All of the above programs were funded by the Florida Department of Education. Funding included stipends for the participants.

Georgia

The Georgia State Department of Education and the University of Georgia provide an opportunity for all vocational teachers, secondary and post-secondary, to upgrade their present occupational knowledges and skills through Project Update. The program places teachers in formal training sessions and structured work experiences in business, industry, agriculture and homemaking related areas.

Holders of 3-year teaching permits may complete up to 80 clock hours of technical upgrading under the plan. University credit may be obtained for participation with prior approval from the Division of Vocational Education, University of Georgia. (Appendix B)

Louisiana

Louisiana Department of Education sponsored and funded in-service technical workshops for instructors in Auto Service (3 days), Practical Nursing (3 days), Welding (5 days), Refrigeration & Air Conditioning (3 days), Radio-Television-Electronics (5 days), Shipfitting (3 days), Office Occupations (2 days), Supervisory Training (5 days). They also offered two additional technical upgrading workshops of general nature: The Metric System (1 day) and School Shop Safety (1 day).

New York

The State Education Department's involvement in the technical upgrading of post-secondary instructors includes the granting of funds to individuals to participate in summer courses that they select and can convince the SED of its value to them. The SED also funds workshops at 4-year institutions, particularly engineering schools who apply for funding and to which eligible instructors can attend. Finally, in-service expenditures are funded for new program inceptions at 2-year institutions.

Oklahoma

The Oklahoma State Department of Education and Central State University sponsored two summer institutes for technical instructors in 1975.

The Institute in Health Occupations Education in June dealt with the Role of the Instructor in Health Care. Professional and student-instructor relationships and evaluation of instruction topics were featured.

The Second Annual Computer Science Education Institute in August was designed to upgrade the technical competencies of the classroom data processing teacher. Systems analyses and design and specific programming languages were explored and studied during the ten-day institute. Seventy-one instructors from 21 states participated.

South Carolina

The South Carolina Board for Technical and Comprehensive Education developed a comprehensive faculty and staff development program for the state's technical education system.[4] Vocational-technical instructors may utilize certain provisions of this program for technical upgrading. More specifically, faculty participation in pre-planned and institutionally approved technical upgrading activities is not only encouraged, but funded. Each of the state's TEC institutions allocate's funds for a program of staff development. A supplementary allocation of state funds is made to institutions on a matching-funds basis. They receive supplemental state funds equal to the amount allocated to staff development by the institutions from normal revenue sources.

Approved technical upgrading activities include educational field trips, membership in professional societies, educational leave, workshop/ conferences/seminars/institutes, etc.

Participants for in-service development activities are selected on the basis of need, quality of proposed activity, effect of proposed activity on the instructor's instructional program, and the availability of funds for the proposed activity.

Wisconsin

Wisconsin Board of Vocational, Technical and Adult Education organized a Post Secondary Marketing Curriculum Conference jointly with the University of Wisconsin-Madison, Distributive Education Department (1974). The conference featured three general sessions for all conference participants and separate programs in Fashion Merchandising, General Marketing, and Marketing Specialist.

INDUSTRY OPERATED TECHNICAL UPGRADING PROGRAMS

The National Printing Equipment Association and the Graphic Arts Technical Foundation conduct two-week teacher institutes for full-time instructors at the GATF Technical Center in Pittsburgh during July and August.[7] The program covers a full range of topics relating to graphic communications technology. A fellowship is granted to each participant to cover the costs of tuition, room and lunches. Arrangements for college credit are made by the participating instructors. In addition to teacher institutes GATF presents intensive one-day teacher seminars on graphic communications technology around the country. Seminars are arranged through education and industry groups. One-year professional internships are also available at the GATF Center.

Electronic Industries Association present summer workshops in Electronic Logic and Numerical Control; Television Servicing (Monochrome, Color and Modular).

The Culinary Institute of America offers continuing education programs for interested food service personnel.[8] Courses include: Institutional Food Service Systems; Principles of Charcuterie; Cuisines of the World; Classical Buffet; Advanced Baking, Pastries, Confections; Dining Room Service--Wines and Spirits; Ice Carving; etc.

Cummins Service & Sales, Inc. is planning a Cummins Engines Workshop for vocational instructors for summer 1976.[9] The workshop is designed to familiarize the instructors with the latest model Cummins diesel engines and their servicing.

General Motors, American Motors, Chrysler Corporation and Volkswagon of America offer 5-day to 3-week update workshops in their new products and servicing technology for automotive instructors. The workshops are offered in every region of the country. (Appendix D)

Lincoln Welding Co. and Hobart Brothers provide welding workshops for instructors at convenient locations.

Central Portland and Brick Institute of America sponsors masonry instructor workshops where requested.

Mercury Marine Engines conducts Marine Mechanics Instructor Workshops where requested.

RESEARCH REPORTS

Banter, S.T. Trade and Technical Teachers' Opinions on In-Service Education. ED 016044 Pennsylvania State University, University Park, College of Education, 1964.

Ninety-one administrators and 285 instructors were requested to respond to a questionnaire listing 22 professional and 22 subject matter in-service activities. They were asked to indicate past participation and willingness to participate.

The findings revealed that teachers participated in as much professional as subject matter in-service education. Experience and preparation determined their preference for one or the other.

The participants recommended that in-service activities be increased in both categories (professional and subject matter); teachers be involved in choosing, planning and executing their in-service activities; and that planners be cognizant of the personal experiences of teachers and their effect on the program.

Koschler, Theodore A. An 8-week Summer Institute Training Program to Retrain Office Education Teachers for Teaching Business Electronic Data Processing. ED 003096 Miami: Dade Junior College, Florida, 1965.

Seventeen office education instructors received technical updating instruction in Data Processing and the incorporation of the new subject content into appropriate teaching methods and course materials.

Course outlines were also developed for program implementation.

Sexton, Carl N. In-service Work Experience Internship Program for Occupational Education Teachers. Final Report. ED 097461. Charleston: Eastern Illinois University, Department of Health Education, 1974.

The development and implementation of a system of in-service work experience for occupational education instructors was the purpose of this study.

Twelve instructors representing all occupational areas were released from regular teaching duties for a minimum of 40 hours.

Individualized programs of personal development were established with the cooperation of the participants, academic advisors and business/industry personnel.

A model for the development of an in-service work experience program is described in the final chapter of the report.

Weisman, Herman M. Program for Technical Communications Training Institute for Technical Education Teachers Summary Report. ED 003093. Fort Collins: Colorado State University, 1965.

A two-week Communication Training Program was held for 40 vocational-technical instructors to develop effective practices in technical communications. The schedule included curricular study and development and lab sessions in technical communications.

After the two-week session the participants attended the one-week Annual Institute in Technical and Industrial Communications. The program provided 5 credit hours.

WORK EXPERIENCE OPPORTUNITIES FOR VOCATIONAL-TECHNICAL INSTRUCTORS

Idaho State University Area Vocational-Technical School sponsored industry/instructor upgrading training program for the past four years. Opportunities encompass all vocational-technical teachers in state. The project is EPDA funded.

Western Nevada Community College was involved in an industry-college personnel exchange with IBM.

The Department of Industrial Education, University of Maryland offers college credit for approved work experience under Organized and Supervised Work Experience. (Appendix D)

It should be noted that many instructors take employment in their field during summer recess.

Wisconsin Board of Vocational, Technical and Adult Education provides opportunity for apprentice instructors to advance on their salary schedule through approved summer trade experience. Approximately three circuit instructors participate annually. The learning experiences are developed jointly between management and the unions.

A project sponsored by Southeastern Oklahoma State University placed vocational teachers in industry and business to work at night, on weekends or in the summer. EPDA funds were used to pay the salary of the coordinator, student's enrollment fees and stipends to offset living expense differentials of the participants.

Instructors from all vocational service areas participated. Appropriate graduate or undergraduate credit was granted upon completion of each assigned work experience. The objectives which were to be met were stated in an agreement between the instructor, the business or industry and the University.

The Dunwoody Industrial Institute of Minneapolis offers 12-month contracts to its vocational-technical instructors. All instructors teach during the 9-month school year. Summer responsibilities follow a three-year cycle of teaching, curriculum development and work in the respective occupational specialty. In effect, Dunwoody instructors refresh their subject competence by working in their occupation at least every three years.

EDUCATION-INDUSTRY STAFF EXCHANGE

Southeast Community College in Lincoln, Nebraska developed and pilot tested a model business community/vocational education interface program to improve post-secondary vocational-technical education.[10]

The program allows participating teaching faculty on-site industrial visitations and work related activities. It facilitates direct communications between the business and industrial community and the instructional staff.

Participants from the business community directly interact with students in an instructional setting and recommend changes for improving instructional content, methods and/or equipment.

Program options include:

1. Instructor visits one industry for two weeks.
2. Instructor visits several industries for one or two days each.
3. Several instructors may visit one or more industries for one to five days.
4. One industrial consultant may visit the campus for two weeks.
5. Several consultants from several different businesses and industries may spend one to three days at the campus.
6. Several consultants from one business or industry may visit the campus at once for one or more days.

Project funding provides substitute instructors while participating faculty are off-campus and honorarium with travel expenses for industrial consultants.

The New York State Education Department facilitates industry-education contacts through the office of the industry-education coordinator.[11] Many of the activities coordinated by this office are designed to familiarize non-vocational/technical education instructors with industry and business operations. For example, Community Resources Workshops participants during the summer recess become familiar with career opportunities and develop curriculum materials related to their instructional fields. However, the coordinator's office also arranged such activities as the Aluminum Association's aluminum welding workshops to update welding instructor competencies.

The SED also assisted in the formation of regional Councils of Scientific Societies. These councils arrange joint meetings between the technical societies and education organizations with similar concerns. They also facilitate instructor membership and participation in technical society activities.

Western Wisconsin Technical Institute received EPDA funding (1975) for an education/industry staff exchange program. The project brought specialists from industry to conduct in-service training for the electronics and fluid power instructors and sent technical report writing and data processing teachers to plants with offices to upgrade their occupational skills.

The objectives of the program were: (1) to update the occupational experience of teachers; (2) to identify their occupational experience needs; (3) to develop an individualized occupational experience program; (4) to bring experts from business and industry into the school; and (5) to incorporate current job practices and requirements into the instructional program.

The State Plan of Action for the Texas Personnel Development System[12] for 1973-74 was an outcome of the recommendation of the Advisory Council for Technical-Vocational Education in Texas. The Council recommendation proposed a system of educational exchange with industry and business as a part of the state's regular in-service education program. A pilot program was established under EPDA funding in 1973-74 to develop an appropriate personnel exchange program. An advisory council composed of training directors from industry and business, vocational teacher educators, vocational-technical teachers and administrators assisted in the development of the pilot project. The major objectives were: (1) up-to-date training and work experience for instructors; (2) improvement of curriculum content, teaching methods and student services through the assignment of non-educational personnel to jobs in education; (3) the creation of an industry, business, government, labor, and education personnel exchange system; and, (4) providing public information regarding the project operation.

Two of the recommendations of the newly formed advisory council recommend: (1) that the State Board for Vocational Education endorse a policy requiring periodic in-service work/training experience for instructors; and (2) a requirement that each staff member prepare his own five-year professional growth plan.

Seventy-six post-secondary instructors participated in the program during 1974-75. Participants received a stipend of $75 per week. Training periods ranged from 2-weeks to 3-months.

During the summer of 1974 nine instructors from Los Angeles Trade-Technical College participated in 6-week industry exchange programs.[13] They represented Culinary Arts, Electronics, Nursing, Aviation, Photography, Drafting, Intensive Care, and Printing. The instructors were sent into industry for a 6-week period. By remaining employees of the Los Angeles Community College District and drawing their regular teachers' salaries, the instructors were able to have more latitude to search, investigate, and explore new areas as they observed them than they otherwise would have had as industry employees.

Present Obstacles to Technical Upgrading

There is general agreement among instructors, administrators, supervisors and students that post-secondary vocational-technical teachers must be competent in the subjects they teach. There is also universal agreement among post-secondary educators that in many states, professional development programs favor pedagogic, administrative and supervisory training activities over technical upgrading.

In-service experiences for community college technical instructors pose special problems. Many of them are enrolled in university extension courses throughout the year to obtain undergraduate degrees. Others in similar fashion, are working on graduate degrees, which are almost mandatory at numerous post-secondary institutions.

Instructors teaching in day programs, frequently teach evening classes also. While such assignments provide increased income, they leave little time for occupational upgrading. An additional obstacle to technical upgrading is year-round teaching assignments.

It is hard to escape the fact that full-time teaching of day courses plus evening classes and completing degree requirements, leave little time for updating subject skills and knowledge.

SUMMARY

Reports of this type should be analyzed not only for what they include, but for areas of concern that are not included. Viewing the various technical upgrading activities across the nation the outlook appears to be promising, however, without adequate research data on this subject we can only suspect that in spite of these activities, many post-secondary vocational-technical instructors fail to participate in them.

While post-secondary institutions encourage their instructors to upgrade themselves, they rarely require the upgrading to be in the technical teaching specialty. More commonly, instructors upgrade themselves in teaching or administrative skills--which usually translates into university credit for advanced degrees.

A revision of graduate program options seems highly desirable, whereby technical upgrading has at least as much value for an advanced degree as courses and experiences dealing with administration, research and supervision.

Possible revisions in state certification requirements can be even more definitive. Presently, in most states, an electronics instructor can be recertified on the basis of completion of courses dealing with educational administration and supervision. The students of this instructor would be served far better if he were required to upgrade himself in his subject field instead.

Finally, we must not lose sight of the fact that technical upgrading is only one facet of professional development. Staff development involves a wide range of efforts for examining and improving the teaching function. While this report deals with the improvement of subject matter competency, the other in-service activities pertaining to teaching skills and human relations are equally important.

Judging by the number and variety of activities across the nation, it appears that staff development is a need whose time has come. A much belated recognition of its importance is beginning to permeate the fabric of post-secondary institutions. We can only hope that this trend is not a fad but true indication of a permanent reversal of past priorities.

REFERENCES

[1] "Standards for Nursing Education," Commission on Nursing Education, American Nurses' Association, 2420 Pershing Road, Kansas City, Mo.

[2] "Guidelines for Evidence of Continuing Education," Radiologic Technology, Vol. 47, No. 3, 1975.

[3] LeCrory, Jan. "Career Development of Administrators," Dallas County Community College District, Paper prepared for the National Conference on Personnel Development, January 18-21, 1976, St. Louis, Mo.

[4] "A Short Course in Automotive Electrical Systems and Media Development," Ferris State College, Big Rapids, Michigan.

[5] "NSP Pilot Training Course, Safety for School Shop Teachers," National Safety Council, Chicago, Illinois.

[6] Faculty and Staff Development Manual for South Carolina Technical Education System, State Board for Technical and Comprehensive Education, West Columbia, South Carolina.

[7] NPEA/GATF Education Development Programs, Graphic Arts Technical Foundation, Pittsburgh, PA.

[8] "Continuing Education Courses in the Professional Culinary Arts," The Culinary Institute of America, Hyde Park, New York.

[9] "Vocational Instructors Cummins Engines Workshop," Cummins Service and Sales, Inc. Training Department, Los Angeles, CA.

[10] Klabanes, Robert. "Vocational Education/Business Interface in Nebraska," Paper prepared for the National Conference on Personnel Development, January 18-21, 1976, St. Louis, Mo.

[11] Ullery, Robert J. "Some In-Service Personnel Development Patterns - New York State." Paper presented at the Eighth National Vocacional Education Personnel Development Seminar. Madison, Wisconsin, January 1975.

[12] Good, Hiram H. *Industry-Business-Labor-Government Vocational Education Personnel Development Project, Final Report*. OEG 0-70-1965. Texas Education Agency, 1975.

[13] Allen, William D., and Leslie Koltai. "Innovations in Staff Development - Los Angeles Community College District," Paper prepared for the National Conference on Personnel Development, January 18-21, 1976, St. Louis, Mo.

Appendix A

EXCERPT FROM THE MINNESOTA STATE PLAN FOR VOCATIONAL EDUCATION

a. All upgrading activities must have pre-approval by appropriate vocational director subject to review by the Division of Vocational-Technical Education.

All applicants for renewal of preparatory five-year certificates must present evidence of 108 clock hours of updating activities taken within the five-year period. These clock hours may be earned by attending workshops, conferences, industry-sponsored institutes related to the area of certification or by actual work experience in the area of certification. Approved work experience will count at the rate of eight hours of work which will be equal to one clock hour. Credit courses in the area of certification or education courses may be substituted at the rate of one credit equal to 12 clock hours.

Type of Activity	Clock Hour Rating
1. One approved week of employment related to the occupation	5 clock hours
2. Industrial conferences, teaching workshops, institutes and seminars in business and industry or continuing education in teaching field	Rated on a clock hour basis
3. Leaves spent in business, industry, or agency experiences when approved by an Area Vocational-Technical Institute Director or a Local Vocational Director	Up to 60 clock hours

b. In the event that certification requirements have been increased, the candidate shall receive the certificate for one five-year period during which time he must meet the additional requirements.

c. The recertification requirements may be waived by the State Director.

Appendix F

UPDATE DEFINED

Update is a program sponsored by the University of Georgia and the State Department of Education to provide an opportunity for all vocational teachers, secondary and post-secondary, to participate in a learning experience to upgrade their present occupational knowledges and skills. Update will place vocational teachers in formal training sessions and structured work experiences in business, industry, agriculture and homemaking related areas, as well as other selected training agencies. Participants will be given the opportunity to develop those knowledges and skills which they must possess to train their students for maximum efficiency and employability.

Policies Applicable to Update

A. Eligibility to apply: all vocational teachers

B. Length of training: 80 clock hours per year maximum

C. Options available from training:

1. To upgrade teaching competencies:

   Length of training may vary in accordance with the training objective(s), time and training stations available where the desired experiences may be obtained.

2. To renew teaching permit:

   a) Only those individuals who have completed the required 20 quarter hours of University credit and received a three-year teaching permit are eligible.

   b) 80 clock hours of approved program participation may be accumulated over a three-year period for permit renewal purposes.

3. Under special conditions a teacher may enroll in Project Update on a credit basis with prior approval by the Division of Vocational Education, University of Georgia, as part of a planned course of study. The number of credit hours and additional professional work would be established by the student's faculty advisor on an individual basis.

D. Support:

Financial responsibility for pay, travel, etc. rests with the individual and his school. (No financial assistance is available from the University.) Interim teacher-responsibility rests with the school. Any questions with regard to State reimbursement for travel and subsistance should be directed to the individual participant's appropriate State supervisor in the Office of Adult and Vocational Education.

Application Procedure

A. Complete an Application for Participation in Update form. (Blue form for high school personnel and green form for post-secondary personnel.)

B. Obtain the appropriate local signatures as indicated on the reverse side of the application form.

C. Forward the application form to the State Department official listed on the reverse side of the application.

D. The State Department will endorse and forward the completed application form to the University coordinator. Submission of this form is an agreement on the applicant's part to participate in Update.

When a properly endorsed application is received by the University coordinator, he will contact the applicant to confirm:

A. Training site

B. Training time

C. Objectives of training

Additional information concerning Project Update may be obtained by contacting:

Mr. John Stewart
Coordinator, Project Update
403 Tucker Hall
Division of Vocational Education
University of Georgia
Athens, GA. 30602
Phone: 404 542-4590 or 404 542-1206

Appendix C

INFORMATION CONTRIBUTORS

Ansolabehere, Maurice J.	Vocational Consultant, Nevada Department of Education, Carson City.
Briggs, Lloyd D.	Director, Occupational and Adult Education. Oklahoma State University, School of Occupational and Adult Education, Stillwater.
Day, William	President, Central Yoming College, Riverton, Wyoming.
DeVaughn, Zed	"In-Service Personnel Development Programs for Improving Technical Competence in Oklahoma." Eighth National Vocational Education Personnel Development Seminar, Madison, October 1974.
Duenk, Lester G.	Professor, Vocational-Technical Education. College of Education, Virginia Polytechnic Institute and State University, Blacksburg.
Erdkamp, Dr. Walter E.	Director, Trade and Industrial, Technical and Health Occupations Education. Nebraska Department of Education, Lincoln, Nebraska.
Gailey, Davis S.	Coordinator, Post Secondary Programs. Utah State Board of Education, Salt Lake City.
Halfin, Harold	Co-director, Center for Vocational Technical and Adult Education, University of Wisconsin-Stout, Menominee, Wisconsin.
Hammond, Howard R.	Consultant, Career Teacher Education. State of Iowa, Department of Public Instruction, Des Moines, Iowa.
Holloway, Richard	Specialist, Personnel Department. Department of Education, State of Oregon, Salem.

Jackson, Bill	Assistant Director, Vocational Technical Education. State of New Mexico, Department of Education, Sante Fe.
Jensen, Robert W.	Planning Officer, State of Connecticut, State Technical Colleges, Hartford, Connecticut.
Keck, Robert V.	Technical Education Officer. Oklahoma State Regents for Higher Education, Oklahoma City.
Kerwood, Robert V.	Director of Professional and Curriculum Development, Division of Career and Vocational Education, Arizona Department of Education, Phoenix, Arizona.
Knight, Richard M.	Coordinator, Vocational-Technical Institutes. State of Maine, Department of Educational and Cultural Services, Augusta.
Korb, A. W.	Chairman, Vocational-Technical Education. Northern Montana College, Montana University System, Havre.
Krogstad, Roland J.	Vocational Education Consultant. State of Wisconsin, Board of Vocational, Technical, and Adult Education. Madison, Wisconsin.
Lamar, Carl F.	Assistant Superintendent for Vocational Education. Commonwealth of Kentucky, Dept. of Ed., Bureau of Vocational Ed., Frankfort, Kentucky.
Lee, Ivan E.	Teacher Educator. University of Nevada, Reno. College of Education, Division of Curriculum and Instruction.
Lever, Oscar W.	Director, Faculty and Staff Development, State Board for Technical & Comprehensive Education, State of South Carolina.
Lipscomb, Helen B.	Consultant, Program & Staff Development, Division of Vocational Education, State of Florida, Department of Education, Tallahassee.

Littrell, J. J.	Chairman, Industrial Technical Education. Arizona State University, Division of Technology, Tempe, Arizona.
Lynd, D. J.	Chief, Vocational-Continuing Education Section, Education, Science and Culture Division, Ottawa, Canada
Maley, Donald	Professor & Chairman, Department of Indiana, Educational University of Maryland, College Park.
Marchand, Cleveland J.	Program Specialist Trade & Industrial Education. State of Louisiana, Dept. of Education, Baton Rouge.
Miller, Aaron J.	Chairman, Vocational-Technical Education. The Ohio State University, Columbus.
Miller, Wilbur	Chairman, Practical Arts & Vocational-Technical Education, University of Missouri, Columbia.
Moss, Jerome Jr.	Professor & Chairperson, Dept. of Vocational-Technical Education. University of Minn., Minneapolis.
Pinson, William C.	Chief Supervisor, Ancillary Services. State of South Carolina, Department of Education, Columbia.
Pywell, Rolland A.	State Supervisor, Trade and Technical Education. State of Idaho, State Board of Vocational Education, Boise, Idaho.
Rosebrook, James B.	Supervisor, Industrial & Technical Education. West Virginia, Charleston.
Rowles, Richard W.	State Coordinator, Occupational Education, The State of Wyoming, Department of Education, Cheyenne, Wyoming.
Sabean, C. E.	Director of Education Services, New Brunswick Community College, King Frederickton, New Brunswick.

Sewer, Irwin A.	Coordinator, Vocational-Technical Education. Government of the Virgin Islands of the U. S. Department of Education, Charlotte Amalie, St. Thomas, V. I.
Shenck, John P.	Head, Vocational-Technical Teacher Education. University of South Dakota, Springfield.
Smith, John C.	Industrial Education Consultant, Alberta Education, Calgary, Alberta.
Stewart, John	Coordinator, Project Update, Division of Vocational Education, University of Georgia. Athens, Georgia.
Stratton, James R.	Association in Higher Occupational Education. The State Education Department, Albany, New York.
Stumpf, Arthur D.	Supervisor, Technical Education, Department of Elementary & Secondary Education. State of Missouri, Columbia.
Sugarman, Michael N.	Associate Professor, College of Education. The University of Akron.
Thomas, D. W.	Consultant, Post-Secondary Division, Occupational Education and Technology. Texas Education Agency, State Board of Education, State Commissioner of Education, Austin, Texas.
Velez, Vidal	Director, Puerto Rico Research Coordinating Unit, Departments of De Instruccion Publico Programma De Instruccion Vocacional Y Technica, Hato Rey, Puerto Rico.
Vineyard, Ben S.	Chairman, Department of Vocational-Technical Education, Kansas State College of Pittsburg.
Walker, Russell A.	Consultant, Division of Occupational Research and Development. Texas Education Agency, State Board of Education, State Commissioner of Education, State Department of Education, Austin, Texas.

Zenor, Clifford	Vocational Education Consultant. State of Wisconsin, Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

Appendix D

SOURCES OF TECHNICAL UPGRADING ASSISTENCE IN BUSINESS AND INDUSTRY

National Association for
Industry-Education Cooperation
235 Hendricks Blvd.
Buffalo, New York 14226

National Safety Council
Director of Training
425 North Michigan Ave.
Chicago, Illinois 60611

Cummins Service & Sales, Inc.
Training Department
1661 McGerry
Los Angeles, CA 90021

The Culinary Institute of America
Coordinator of Continuing Education
Hyde Park, New York 12538

General Motors Training Center
9715 West Bluemound Road
Milwaukee, Wisconsin 53213

Wisconsin Restaurant Association
122 West Washington Ave.
Madison, Wisconsin 53703

ASSISTING "NON-TRADITIONAL" STUDENTS
AT
MIAMI-DADE COMMUNITY COLLEGE

Alberta Goodman
Office of Curriculum and Instructional Support
Miami-Dade Community College - North Campus

Currently, there is a growing number of so-called "non-traditional" students attending Miami-Dade Community College. At all four campuses are various programs designed with these non-traditional students in mind. The following describes some of the programs at the North Campus which are representative, though by no means exhaustive, of those offered by the college as a whole.

First, who are some of these non-traditional students? They may be black students, older students returning to school, women, international students, Cuban students from families who once were refugees, people lacking basic literacy and/or computational skills, physically limited or handicapped students, or anyone who does not feel comfortable with the typical (traditional) classroom experience. To attempt to accommodate the various needs of each of these groups, and furthermore to serve the needs of each of these students as individuals, are very difficult and expensive-but necessary-endeavors within the philosophy of the Open Door.

Because approximately twenty percent of the student body at North Campus is black, there are many efforts being made to serve the specialized needs of this group. For example, the Black Studies Program, which was conceived and implemented in the fall of 1971, has two basic components: The Center for Black Contributions and the Black Studies curriculum. The Center serves the campus and the community by making available resources, displays, exhibits and performances depicting the black experience. In addition, the Center publishes an anthology of black student creativity, and publicizes its own offerings as well as those of the Black Studies curriculum. This curriculum, composed of general education courses which give adequate emphasis to both the African and European influences on American civilization and special courses specifically designed to investigate black contributions, serves our black students by understanding their different cultural orientation and adjusting to it as part of its content and methods. The program also serves white students by giving them an opportunity to learn, understand and appreciate the contributions made to American society and culture by blacks.

In addition to the Black Studies Program, the Black Faculty Organization coordinates the efforts of black faculty and students in helping the North Campus better accommodate, continuously, their needs and desires. This organization acts as a catalyst for change favoring blacks on campus. Over the year its members have designed and shared with the campus community workshops on black contributions, and have provided counseling on an individual basis to both staff and students having questions and concerns related to dealing with persons from other races. There is also the Black Student Union which is an organization established as a means of orientation and cultural experience for black students. Still in the student activities area, and although black women are of course eligible to be in the Miss Miami-Dade contest, there is the Miss Black Pearl pageant. As a result of the current women's liberation thrust on the campus, both of these beauty competitions may diminish (or become "Ms.") in importance in coming years. However, at the moment, they seem to be addressing a need.

Apart from organizations of students and/or faculty, individual offices make special efforts to meet the needs of black students. One striking example arose out of the Federal government's mandate that all students seeking financial aid had to fill out some extremely complicated and potentially demeaning forms. The Office of Financial Aid decided to set up a program to help students complete these forms with a minimum amount of hardship and as little invasion of their privacy as possible. By coordinating the voluntary efforts of varying student service groups, faculty organizations, and student assistants, the Office of Financial Aid is now able to provide numerous locations on campus, at the high schools, and in the community--as well as numerous times--where competent and down-to-earth people lend support to students completing these forms. The vast majority of the students currently receiving this help are black; part of the plan for the future, therefore, is to recruit some of these "helpees" as "helpers" for next year, thereby planning for a pool of empathetic peer teachers.

In addition to our large percentage of black students, we have an increasingly large number of older persons returning to college. These students usually have not been in school for many years; often they worry about having forgotten their basic skills, feeling out of place in classes with much younger people, or not being able to move fast enough to get from one class to the next. In addition, many of these students have retired from the world of work, or are recently divorced and considering entering the world of work, or in the process of some other life change which is fraught with significance. The Mature Students Center has evolved as one measure to help serve this non-traditional student population. Providing a security base where older students can meet one another, this program offers re-entry and job counseling, personal counseling, and periodic workshops in response to requests from the people using the Center.

While many of these returning older students are women, there are also growing numbers of women students in their teens and twenties who have special needs. The Committee to Study the Status of Women, an institutional committee having branches on all four campuses, has been established to help meet these needs. Several of its goals are: to promote affirmative action; to help reduce the amount of sexist materials in the curricula; to improve day care services; to expand the depth and breadth of information for and about women throughout the campus community; and to assist in consciousness raising. At the North Campus this year, for example, one of the highlights which the campus women's committee has provided is a week in celebration of the year of the woman. During this week, seminars open to all members of the college community, as well as the larger county community, have been offered on a variety of topics.

Professional women, doctors, lawyers, broadcasters, musicians, artists, business people, and rape prevention counselors have donated their time to answer questions, eliminate myths, and disseminate information to interested people. One could have learned how to be a non-sexist parent, how to qualify for a loan, how to write a resume or how to be more assertive.

Among the non-traditional students are several hundred Indians and Pakistanians, as well as many Latin American, Canadian and African, students attending North Campus next year. For the unique needs of these students there has emerged the International Student Program. The goals of the International Student Program are academic, cultural and personal. Foremost among the academic ones is that having been participants in the program the students will be able to "understand, speak, read and write the English language well enough to function in regular college classrooms and to fill their own personal needs." Special courses in English, reading, and speech have been designed especially for the international students to help them meet this goal. Offered for full and regular credit, these courses are not remedial. That is to say that a remedy presupposes something is wrong. Far from having any illness which needs a cure, the international students quite simply have not been exposed to very much English. The courses focus on beginning with each student's readiness level, and helping each to master the language as rapidly as possible, while still promoting the student's positive self concept.

In the cultural domain, the students as a result of the program will be able to "participate comfortably in the American culture," and "retain their positive association of their American experiences" when they return to their native lands. In order to be 'comfortable,' the students usually first need to feel oriented. The program coordinator and peer helpers, therefore, aid these students in finding housing, places of worship, grocery stores which carry ethnic foods and other students who share their culture. After this orientation phase, the new student at his/her own pace receives aid in growing acquainted with American culture.

As part of their personal growth, the program personnel hope the students will "demonstrate tolerance by listening to and attempting to understand opposing points of view and by recognizing cultural and ideological differences." One way to encourage such growth is through the preparation for and sharing in International Student Week. During this week, students bring foods, music, ritual costumes, dances, jewelry, religious symbols, literature and the like representative of their cultures to open-air booths to share with members of the campus. Held in the fall, this week creates a climate for closeness, as opposed to conflict, during the year. Thus, in the winter term, it may not be unusual to overhear students whose countries are at war engaged in peaceful dialogue.

To help the students attain all three goals, the coordinator of the International Student Program arranges for the testing of the students to determine their entry level into courses, helps them with registration, and confers with the students regarding personal and academic problems. (For example, immigration status; with classes; with teachers; with health; with finances; with emergencies.)

The coordinator also tries to get faculty who are sympathetic with the needs of the international students to teach in the program.

While at least fifteen percent of the students at North Campus are of Cuban or other Spanish speaking heritage, these students must be considered separately from the international students because most are permanent residents in the community, many are American citizens, and often their needs are much different from those of someone who will be here as an immigrant for only a few years. However, if these students wish to be part of the international student group, they are, of course, welcome.

For the Latin American students, the campus has counselors familiar with their cultures who help faculty and staff grow in understanding of these students. Through workshops and informal sharing, the staff has become aware, for example, that a young Cuban woman may still be required to have a chaperone with her if she goes out with a young man. The staff also is becoming enlightened as to some of the issues and conflicts currently present between some of the Cuban students and the Puerto Rican students. As the depth of understanding increases, sensitivity to the special concerns of these individuals may increase.

Frequently, one major difficulty for the Spanish speaking students, as with the international students, is with the language. Although they may have been in this country a number of years, many still listen to, read, and speak Spanish in their home and neighborhood environments. Courses in the International Student Program are available to help these students acquire a better command of English.

In addition, however, there are two special services extended to all students, which seem to be of particular benefit to the non-traditional students. These are The Learning Center (TLC) and the Community College Studies Program (CCS).

Opened in the fall of 1974 to provide an academic support service for all students, faculty, and staff at North Campus, The Learning Center presently offers variable credit courses for individualized assistance in spelling, phonetics, grammar, reading comprehension and writing skills. For example, special credit conversation groups are offered weekly to Spanish speaking students to increase their fluency within a non-structured setting. Or an individual may sign up to take one credit, via programmed teaching, to increase his/her reading proficiency. While no special courses have been designed for black students only, the faculty and peer teachers are trained to be sensitive to difficulties which may arise from students' utilizing varying dialects of English. Whether a student is receiving support through a course or on a drop-in basis, he/she may work with a peer teacher or faculty member, cassettes, various teaching/learning machines, or in a small group. The varying strategies, coupled with the staff who receive training both in a discipline and in human relations, exist to put TLC (Tender Loving Care) into The Learning Center's environment.

The Community College Studies Program is an interdisciplinary general education program wherein a student takes most of his/her courses each term. Not only are the courses focused on basic skills, but also the production code for this program is small. Rather than being in an English class of thirty-five, or a social science class of fifty, the student will be in classes of less than twenty-five students. The CCS faculty, therefore, are able to give more attention to individual students in the classes. Moreover, since these instructors work in an interdisciplinary department together, they are able to check back and forth with one another regarding the progress and/or problems of students whom they have in common. The student may decide to be a part of CCS for one or more semesters; the counselors and faculty associated with this program assist the students in making this decision, try to help them with personal difficulties if appropriate, and help to provide the students with an orientation to doing college work. In both TLC and CCS, affective education is stressed. The philosophy of both is turning from one which sought to diagnose and treat problems, to one which seeks to help learners grow from wherever they are to a new level; the affective domain is consciously coupled with the cognitive.

For the physically limited and/or handicapped students, the campus also provides a variety of services. A Braille library, an audio library, vocational rehabilitation counseling, liaison with the Bureau of Blind Services are a few of these. The coordinator for services to the physically limited, in addition, has made a study of the campus physical facility, and suggested some architectural revisions. Currently, these revisions are underway. Signs in Braille now mark most offices, lavatories, and classroom on the campus; wheel chair ramps exist side by side with outside steps; elevators are readily accessible within buildings. In conjunction with the Office of Curriculum and Instructional Support, the program for the physically limited is offering experiential workshops for faculty and staff. Utilizing prosthetic devices, participants in such workshops are able to briefly "feel" how long it takes to go from one place on campus to another on crutches, how mountainous one small step is for the person in a wheelchair, how embarrassing it can be to have to ask continuously where things are when one is blind, or how people react to the partially deaf person who must often ask others to repeat what they have been saying.

In addition to workshops focusing on becoming attuned to the needs of the physically limited, the Office of Curriculum and Instructional Support offers awareness workshops for faculty, administrators, and classified staff to help the total campus grow in awareness of and sensitivity to the culture and needs of various non-traditional groups of students. Such workshops are generally experiential and aimed toward both attitudinal and behavioral change. Frequently, students from these groups attend sessions of these workshops, and describe how they feel in certain situations with which they come in contact on the campus. From these first-hand impromptu "raps," the workshop participants may gain many insights; the learning is further supported by handouts, books, tapes, and films. As a follow-up to question/answer and discussion sessions either with the student or other representatives of non-traditional student groups, the participants may try role playing or participate in a relevant simulation in order to practice some new behaviors.

While the campus also has a micro-college (an interdisciplinary program designed for individualized and non-structured learning experiences wherein students contract for ways to fulfill course objectives), some modularized and variable credit offerings, a growing number of interdisciplinary offerings, some courses taught in Spanish as well as English, a number of varying strategies used within courses, peer counselors (representative of all of our diverse cultures), Operation Student Concern (wherein students can negotiate with instructors to receive credit for doing peer teaching or other helpful services on the campus or within the community), and outreach classes (credit and non-credit courses offered at various locations in the community for persons who have trouble getting to the campus), it is still seeking more and better ways of providing support systems for non-traditional students. To encourage persons to attend college and then to greet them with an insensitive or threatening atmosphere would violate all of the precepts and intentions of humanistic education and the Open Door policy of Miami-Dade. Therefore, the college and the campus seek input and feedback from the students, faculty, classified staff, administrators, and community as to how continually to increase and upgrade their efforts on behalf of the non-traditional students--and indeed on behalf of all students.

APPENDIX

The following are in charge of programs described in this brief paper. For further information and/or consultation, please contact:

Ron Thompson	Black Studies Program
Howard Carter	Black Faculty Organization
Lavern Smith	Miss Black Pearl Pageant
Bob Rodgers	Financial Aid
Del Presutti	Mature Students Center
Margaret Rivera	Committee to Study the Status of Women
Alexandra Alissandratos	International Student Program
Katie MacKay	The Learning Center
Charlie Gonzalez	Community College Studies
Colleen Fix	Services for the Physically Limited
Alberta Goodman	Curriculum and Instructional Support

All of the above may be contacted at:

Miami-Dade Community College
North Campus
11380 N. W. 27th Avenue
Miami, Florida 33167

CAREER DEVELOPMENT OF ADMINISTRATORS

Jan LeCroy
Vice Chancellor, Academic Affairs
Dallas County
Community College District

INTRODUCTION

The American community college has been heralded as a dynamic, innovative institution--an institution named "the people's college" because it was designed to be responsive to the needs of a wide segment of society: inner city, culturally deprived, industrial and business demands for manpower, community needs, adult enrichment, and the educational requirements of universities. The phenomenal growth of community colleges--1.4 million additional enrollment during the decade of the 60's--indicates that an ever-increasing number of individuals are seeking the services provided by these institutions.

While this tremendous growth continues, the people who staff the people's colleges are often overlooked. In a report for the National Advisory Council for Education Professions Development, Terry O'Banion says, "The quality of education in the community college depends primarily on the quality of the staff." He notes that a survey of these institutions reveals misplaced priorities. For instance, too much attention has been given to increasing numbers of students, buildings and colleges--with too little attention to the increased need for staff development.

This problem becomes even more significant when one realizes that community college personnel have little, if any, opportunity for systematic or planned self-improvement. With few exceptions, practicing administrators and teachers do not enjoy the privileges of other professions with regard to inservice or life long learning. Recognizing this, the Dallas County Community College District (DCCCD) initiated an inservice training program for administrators.

HISTORY

During the fall semester of 1973, a need arose for the development of a process by which a cadre of persons within the DCCCD would be available for and competent in various administrative roles. First, the DCCCD would be opening three new colleges in the near future and administrators would be needed for new positions and as replacements for transfers. Second, it was recognized that within any organization a need exists for "back-up" personnel for present administrative positions.

The philosophical reasons are based on the belief that persons interested in administrative positions in the DCCCD should not be handicapped by a lack of knowledge or experience in administration, and, that anyone assuming an administrative position in the DCCCD should be familiar with those functions unique to community college administration in a multi-college district. Other motives for this project rest in the belief that, once developed, a body of cognitive knowledge could be referral information for incumbent administrators and a means of acquainting new personnel with the DCCCD. This information could provide tools whereby classified employees could improve managerial skills and enhance their present performance. In short, the rationale for the district's program encompasses both operational and philosophical motives.

In March, 1974, a proposal outlining three components of an in-service training program for administrators was developed. The first component was the development of a body of cognitive knowledge which could improve existing administrators and prepare faculty members for administrative positions; the second, a series of small and large group communication labs were designed to work on value identification and human relations; and finally, an internship or practicum experience was developed for those seeking administrative positions. In September, 1975, this proposal was implemented.

INSTRUCTIONAL MODULES

As previously mentioned, one component of the proposal called for the development of instructional materials which focus on the cognitive knowledge needed in community college administration. The following areas were identified as those in which all administrators from division chairperson to the most senior level should attain mastery:

1. District and Campus Policies and Procedures
2. Interviewing and Hiring
3. Curriculum Building, Program Evaluation and Review
4. Learning Theories and Instructional Strategies
5. Community College Philosophy

6. Human Relations
7. Law and Accrediting Agency Rules and Regulations
8. Finance and Budgeting
9. Career Assessment
10. Student Personnel Services
11. Organization and Management

It was decided that self-instructional learning modules should be developed for each of these areas.

After identifying the content areas, committees for each were formed throughout the district. Individuals serving on these committees were from a cross section of the district's population and included administrators, faculty, and classified employees. The purpose of each committee was to provide information, guidance and verification for the modules. In addition, since the Texas Education Agency provided partial funding for the modules, another committee consisting of university professors and agency personnel assisted in the development and verification process. The universities involved included Texas A & M, Texas Women's University, North Texas State, East Texas State, and the occupational technical Region X coordinator. Representatives from these institutions read the material to make certain that vocational education was appropriately covered.

Construction of the modules began with the development of a list of competencies for each area. These lists were then circulated to each committee for additions, deletions and verification. Once competencies for a particular area were verified, a staff employed by the district began developing objectives, learning activities and self-tests for each competency. Once developed, this material was again circulated through the various committees for verification and approval. A member of the project staff assisted each committee in clarifying or revising the materials. The modules, including all learning activities, were then reviewed by the college deans.

Presently six (6) modules have been produced and given to the administrative interns for field testing and evaluative purposes. The six (6) modules are: District and Campus Policies and Procedures, Curriculum Building, Program Evaluation and Revision, Human Relations, Interviewing and Hiring, Learning Theory and Instructional Strategies and Community College Philosophy. The interns will evaluate the modules as part of their participation in the program. The remaining modules are scheduled to be developed by May of 1976.

COMMUNICATIONS LABORATORY

During the spring of 1976, a series of workshops will be conducted for the interns. One workshop will deal with communication skills. Participants in a second workshop will discuss all elements and aspects of administration in an informal manner with selected administrators throughout the district. The climate will provide maximum freedom for the intern to question and learn from the veteran administrator. In addition, the intern will learn more about the specialized areas in a community college, i.e., data processing, resource development, budgeting, personnel, etc. A final workshop will focus on human relations skills and leadership styles related to inter-personal relations.

INTERNSHIP

During the spring of 1975, thirteen (13) interns were selected to serve in administrative positions throughout the district in the following fall semester. Each intern acted as one of the following: dean, associate dean, assistant to the vice chancellor, director or chairperson. The individual was given authority and responsibility for making decisions which affected his or her area. The administrator replaced by the intern became a colleague consultant to the intern and to the intern's supervisor, called a mentor. This procedure established consultation services and an orientation to the position. However, it was the intern who assumed the duties and responsibilities of the position.

CONCLUSION

Now, in the spring of 1976, the interns have returned to their regular positions within the district. During this period they will participate in workshops and evaluate the learning modules. Their suggestions and recommendations concerning all three (3) components will influence further revision and modification of the program. Of particular significance will be their perceptions and recommendations for the learning modules.

The importance of studying community college administration lies in its impact on students who attend the institution. The

Dallas plan is an effort toward improving educational services to the student.

GROUP REPORTS

ADMINISTRATION AND PRE-SERVICE EDUCATION GROUP REPORT

Gene Schorzmann
Iowa Lakes Community College
Iowa

The decades of the 1960's and 1970's will surely go down in educational history as a period of time when national and state government placed a great deal of responsibility on educational institutions to provide post-high school educational and training opportunities for a majority of the citizens who had not been served previously. Federal and state funding, earmarked to provide career training in vocational and technical fields, resulted in the birth of hundreds of educational institutions that came to be known as locally based community colleges and vocational-technical institutes.

The main mission of this new type of institution is to provide training in a multitude of career fields for anyone who can benefit from the instruction, and to make these opportunities available in many local communities at a reasonable cost to the participants. The cost of this type of training is truly an investment in the most valuable resource this country has--the people.

Although many of the community colleges offer the first two years of general education curricula, most persons agree that the main mission of these institutions is to provide entry level job skill training to the youth of this country and, of course, to adults, as well.

The success of these occupational training programs is easily measured by examining the success of the participants in the programs. To date, there is little doubt that vocational and technical programs of less than baccalaureate degree are popular and reasonably successful.

Although the quality of instruction is generally more acceptable than unacceptable, there is evidence that it is not always excellent. School officials responsible for staffing occupational oriented programs often find it difficult to locate potential instructors who have training in teaching principles and methods and who also possess the technical skills and understanding acquired only through several years of actual occupational experience in a field of employment. Programs are often staffed with instructors who have one set of qualifications or the other, but not both. We who are responsible for program identification, design, and staffing realize that the full potential of community colleges will not be reached unless considerable attention is focused on this problem by pre-service preparatory teacher institutions and by community colleges through substantial in-service programs.

Pre-service training is defined as that training which one received prior to being employed as an instructor.

The problems related to pre-service education are numerous and complex. For example, as a starting point, it is obvious that teacher preparatory institutions either do not recognize the need for educating people to teach in community college programs, or, if they do, they do not know how to approach it. Certainly, it must be obvious that community college teaching skills must include coping with a range of personality characteristics that is greater than in any other institution of higher learning, such as diversity of age, ability, socio-economic and ethnic backgrounds. All of these student characteristics require teachers who understand the learning process and who are acquainted with new approaches and innovations in instruction.

Secondly, a strong cooperative relationship between community colleges and teacher preparatory institutions seldom exists. While universities have primary responsibility for pre-service development, key personnel from area community colleges should be involved in all levels of planning. An advisory committee with representation from community colleges and universities should meet periodically to plan program objectives, determine curriculum, recruit staff and students, arrange facilities, provide internships, organize research, design in-service programs, and develop evaluation methods for the pre-service program.

Third, pre-selection of students has not happened. An individual entering a career of teaching should have made his choice of the specific level for which he wishes to prepare.

Fourth, providing a specialized training program for community college instructors will put additional stress on institutional finances of the teacher preparatory institution.

Enticing employed people out of industry and into teacher preparatory programs limits the demands on the institution to classroom theory courses. However, attracting inexperienced youth into the same programs requires a much different approach. Such students must either be provided with appropriate lab experiences on campus or cooperative training programs between the preparatory institution and industry must be arranged. Whatever provisions are made to improve the quality of the graduate results in an increase in cost.

Fifth, teacher preparatory institutions are not recruiting experienced community college instructors to instruct in their community college preparatory programs. Few community college instructors have doctorates and thus, most are not adequately qualified according to university standards.

Problems are seldom, if ever, without solutions, or at least without ways to drastically improve the situation. Representatives from community colleges and teacher preparatory institutions who are truly concerned about improving community college instruction can work cooperatively in many ways toward that end.

One of the main objectives of any local community college is to provide quality instruction within the programs that have been designed to meet the educational needs of the community. A structure must be created that facilitates communication between the community colleges, the teacher preparatory institutions, and state and federal agencies. An advisory committee consisting of administrative and instructional representatives from all types of institutions and agencies could result in the following:

1. The university maintaining a nucleus of permanent staff for community college teacher preparation who are knowledgeable and experienced regarding the community college.

2. The establishment of a degree with major emphasis in community college philosophy, curricula, teaching methods, etc.

3. Research to determine future staffing needs of community colleges.

4. Locally based extension teacher preparatory programs for the purpose of retraining people from various vocations to advance into teaching careers.

5. Supervised teaching internships within the community college.

6. Competency-based credit toward the degree in community college teaching for valid occupational experience.

Community college administrators can also make contributions to teacher preparation--including:

1. Encouraging community college instructors to become adjunct instructors on university staffs.

2. Personally serving on the advisory committee and encouraging appropriate staff to do likewise.

3. Give direct input into content of courses that have been specially designed for those preparing to teach in community colleges and which reflect employment qualifications.

4. Give meaningful feedback to the teacher preparatory institution about graduate performance.

In addition to defining the problems concerning pre-service education, the group answered Conference questions 37 to 43 for administering pre-service education.

37. What are the different expectations between full professor, associate professor, assistant professor, teaching aide, technical assistant and adjunct faculty?

A majority of community colleges do not designate rank within their professional teaching staffs.

Many community college leaders view the process of ranking staff as a traditional procedure which has become a way of life within the university structure but question the validity of ranking staff at the community college level.

Some even go so far as to criticize those who do for patterning their structure too much after the traditional university structure.

However, the following expectations do surface from those who rank faculty as full professor, associate professor, etc. The higher the rank the more stringent degree and experience qualifications become; the more responsibility for articulation of the department with the total institution and other transfer institutions; the greater is the responsibility for assisting lower ranking instructors within the department; and the greater is the demand on his time to attend to routine administrative detail work.

Adjunct staff seldom carry much responsibility beyond teaching the content to the specific group for which they have been hired to teach.

Most community college evening programs rely heavily on adjunct faculty.

38. What information should be included in a written plan for improvement which makes clear what faculty must do to advance to the next academic rank/salary range?

If academic rank and salary improvement are dependent on progress as outlined within an overall staff development plan, the following components are necessary:

1. Job description which clearly outlines duties, responsibilities, and maximum rank and salary achievable in that position.
2. A beginning position or location on the existing salary schedule which is based on academic preparation and years of experience.
3. Written goals and objectives toward projected accomplishments within job description and contract period which will be held by his immediate supervisor.
4. An evaluation procedure by which the faculty is informed of strengths and concerns regarding his performance.
5. A personal professional development plan designed to make the individual instructor more successful at his job which, in turn, will be complimentary to the overall mission of the institution.

39. A) List five specific recommendations for providing part-time students with adequate counseling.

B) List five specific recommendations for providing part-time students with adequate instruction.

C) List five specific recommendations for providing part-time students with administrative services.

An assumption has been made that we are considering only part-time evening students.

A. Adequate Counseling

1. Provide for adequate counseling staff within the budget
2. Inform adjunct faculty of counseling services available to students
3. Inform part-time students of the services available
4. Provide the services in a convenient location
5. Use only qualified staff

B. Adequate Instruction

1. Use regular full-time instructors whenever possible
2. Make the same opportunities available to evening students as day students such as counseling, learning labs, forums, recitals, etc.
3. Provide in-service to adjunct staff on use of equipment, policies and procedures, teaching methods and techniques, etc.
4. Provide time for individual student help
5. Provide a good course selection

C. Administrative Services

1. Provide health service

2. Accessibility to admissions office and business office
3. Attendance of decision-making officer
4. Evening hours for student centers and cafeterias
5. Secretarial assistance to instructors
6. Lighted parking lots
7. Clean rooms
8. Building maintenance schedules that don't interrupt evening classes
9. Credible communication system to inform the entire student body about functions, events, etc.

40. What are the unique problems of the evening adjunct faculty?

A. Unique Problems of Evening Adjunct Faculty

1. Unfamiliar with regular policies and procedures
2. Difficult to feel a part of the institution
3. Often not trained in teaching methods
4. Seldom have input into course content
5. Often lack time to adequately prepare for class
6. Lower pay schedule, few fringe benefits

41. How do you obtain the support and money required to implement a staff development program?

A. How to Obtain Support and Money

1. Must be a priority with board and chief executive
2. Staff must be involved in designing the types of activities to be included
3. Money must be budgeted

4. Must include all professional and non-professional employees

42. What per cent of the college budget is set aside for Staff Development?

Successful staff development programs seem to require between two and three per cent of the total operational budget. This seems to be adequate to cover direct expenses of staff travel, development, office salary, consultants, etc. This does not include the cost of release time for each staff member.

43. In your personnel development program, what components were mandated by state legislation? Answer: none!

44. List a minimum of five specific ways in which your college should utilize its own staff expertise in its personnel development program.

1. Utilize institutional research officer to assess needs of staff
2. Allow staff to serve on the staff development advisory committee which makes recommendations on budgeting, projects, consultants, etc.
3. Utilize staff to conduct in-service sessions
4. Encourage one member from a department to visit other campuses and then share information with total department or school
5. Utilize master teacher to assist less experienced staff

45. What means are provided to evaluate the effectiveness of the personnel development program?

    1. Comparison by advisory committee of program objectives and program activities
    2. Feedback from participants
    3. Noticeable change in staff performance
    4. Comparison of promotions and failures
    5. Attendance and attitude at meetings
    6. Budget growth and expanded program
    7. Eagerness of staff to be involved

PRE-SERVICE EDUCATION
RECRUITMENT AND SELECTION
GROUP REPORT

Eugenio A. Basualdo
State Technical Institute at Memphis
Tennessee

The group was assigned to address itself to answer questions seven through fourteen from the forty-five questions included in the Work Information Packet. Questions seven through nine dealt with personnel recruitment for post-secondary vocational and technical programs of less than a baccalaureate degree. Questions ten through fourteen dealt with personnel selection for the previously stated institutions.

RECRUITING

Question 7: List a minimum of five improvements that can be made in the staff recruitment process and rank these in priority, one being high.

1. Develop a long range planning mentality on the part of those responsible for hiring in the institution. Manpower planning needs, based on student population projections, and job need projections should be translated down to the level of staff planning. Crisis hiring must be avoided.
2. Clear job descriptions must be developed. Competency-based job descriptions should be developed with clear rank requirements, salary ranges, and the correlation of requirements with specific duties. Clear job descriptions will allow

individuals within institutions to prepare for possible promotions.

3. Staff planning needs should be coordinated with the staff development programs within institutions. Institutions should take the responsibility for increasing the pool of qualified personnel for recruitment purposes. This may be accomplished by:
    a. Developing better relationships with those universities preparing personnel for post-secondary vocational and technical programs.
    b. Identifying qualified as well as qualifiable personnel within the institution, community, state, or interstate level.
    c. Diversifying the kind of advertising, not necessarily the amount.
4. Expanding recruitment horizons by advertising through:
    a. Advisory committees serving in the school, especially Craft and Departmental Advisory Committees.
    b. Organizations interested in placing some of their employees for various reasons (e.g. military).
    c. Alumni associations.
    d. Professional and technical associations.
    e. The respective channels of communication for faculty and adjunct faculty.
    f. Students or paraprofessionals.

5. Consider different initial screening methods other than the traditional resume and application forms. Whenever possible, the use of taped, or video tapes may be of great value.

Question 8: A) List the criteria used for achieving affirmative action in staff recruitment.

B) Rank order the criteria most effective (one being most effective).

The group consensus was that in order to achieve affirmative action, an institution should:

1. Have a written document which clearly spells out the goals of an affirmative action program. This should be accompanied by a serious implementation plan which reflects the institution's willingness to assume the responsibility for achieving these goals.
2. Make noticeable efforts to publicize the program and have it understood by all the people within the institution, especially those involved in recruitment, selection and hiring of personnel.
3. Reflect the goals of its affirmative action plan in its personnel developing program.
4. Insure that its advertising and recruitment program reflect the goals of the affirmative action plan.
5. Insure that the recruitment of students into various instructional programs in the institution does not perpetuate current patterns that make affirmative action goals difficult to achieve.

Question 9: A) List the criteria established for recruiting adjunct staff, i.e. degree, experience. Rank order the criteria according to their importance, one being highest.

B) List the criteria established for recruiting professional staff. Rank order the criteria according to their importance, one being highest.

A. ADJUNCT STAFF

1. Compliance with state certification requirements, when applicable.
2. Possession of specific skills and content knowledge needed to perform the specific task which may have been obtained through education or job experience.
3. Possession of the teaching ability required to instruct the type of students involved or the potential to develop that ability is most important. This teaching ability or potential teaching ability may be inferred from prior experiences.
4. Individual commitment to the goals of the hiring institution. This is generally assessed from the personal interview.

B. PROFESSIONAL STAFF

Although the same items listed above are again the criteria for selecting professional staff, greater efforts should be made to see that each of these items is adequately demonstrated.

Another important criterion to be included when selecting professional faculty is that they should have a broader background so they may be utilized to teach in more than one subject area.

SELECTING

Question 10: A) What specific evidence of teaching competence is presented before a faculty member is hired?

B) What specific evidence of teaching competence should be presented before a faculty member is hired?

A. Evidence Being Presented

1. References or prior teaching experiences.
2. Interviews and discussion, which are extensive when narrowed down to final candidates.
3. Guest seminars or lectures.

The methods of verifying teaching competencies stated above are presently being used in the institutions represented by the members in this group.

B. Evidence That Should Be Presented

1. Whenever possible, the prospective candidate's teaching performance should be observed in their own environment. When this is not possible prospective candidates can be invited to give a class presentation on a subject of their choice before an actual class.
2. "Portfolio" of sample materials. A school interested in competency based instruction or mediated instruction may wish to ask for samples of such material developed by the candidate.
3. If references and interviews are to be used to gather evidence of teaching ability, they must be structured to provide the specific information wanted. This means well-designed forms,

which are specific. For example, teaching ability with bright students does not imply equal success with slower students.

4. Recommendations or evaluations from previous students, especially from those students who have similar characteristics to those students who he will encounter. It is convenient that evaluations be obtained from a cross-section of these students (grade wise).

In many cases there are other assignments and duties that are as important as teaching in the job. In those cases, evidence of these specific areas should be requested.

Question 11: Does peer evaluation enter into the hiring process? Should a greater amount of peer evaluation enter into the hiring process?

1. Generally there is agreement that peer evaluation in hiring is of worth. This peer evaluation may be in the form of including department people on a selection committee, inviting department members for an informal meeting with the candidates, etc.
2. Whenever peer evaluation is utilized, those involved should be trained regarding to the criteria to be used in interviewing.
3. Although peer evalution is considered a worthwhile procedure, there are certain problems associated with it, especially in large departments. Peer evaluation tends to bring consistency into the hiring process, but requires the definition of roles

and expectation.

4. Peer evaluation tends to give the prospective employee a broader view of the shortcomings and benefits of the institution increasing the possibilities of job satisfaction.

Question 12: List the criteria used for achieving affirmative action in staff selection. Rank order the criteria most effective (one being most effective).

Many of the items for achieving affirmative action are similar to those listed (in Question #8) for the recruitment process.

1. State the institutions' affirmative action goals clearly.
2. Reflect the specific affirmative action plan in the hiring goals.
3. Publicize the affirmative action plan within the institution.
4. Translate the general implementation of the affirmative action plan into specifics as far as each division or department.
5. Each department head and faculty member should know precisely what the affirmative action plan means to the department.
6. The affirmative action office should be involved early in the planning, recruitment and selection process of candidates to significantly affect the outcome.
7. Assuming the premise that few minorities are qualified for top ranking positions, whenever possible, advertise the lowest rank thus increasing the number of applicants from minorities. Once the minority person is in the job, he may obtain the qualification for a higher ranking position.

8. Use the right channel of advertisement to reach minorities.

Question 13:

A. What personnel programs exist which have provision to develop highly specialized teachers into multi-talented teachers.

B. What problems exist for developing highly specialized teachers into multi-talented teachers.

C. What criteria can be used to select multi-talented teachers?

A. EXISTING PROGRAMS

1. Seminars to broaden faculty's teaching methods and techniques within departments or divisions.
2. Fellowship programs to develop multi-talented teachers.
3. Internships.
4. Encouraging programs--i.e. tuition reimbursement for faculty developing multi-talented capabilities, summer fellowships, grants, promotions, monetary rewards, etc.
5. Staff development programs, i.e. workshops, seminars, consortium efforts, etc.
6. Peer interaction and course editing (in house operation).
7. Self instructional programs.
8. Use of video tape playback for instructional improvement.

B. EXISTING PROBLEMS

1. Administrative constraints (it is easier to keep track of individuals who are attached to a specific department).
2. Faculty conditioned by discipline.
3. Fiscal restraints.
4. Restraints imposed by unions, teacher organizations, etc.

5. Lack of time or willingeness on the part of the teacher to develop multi-teaching abilities.
6. Salary schedules which encourage "forward" mobility not "lateral" or "depth" growth.
7. Peer pressure and competition which tends to encourage specialization.

C. CRITERIA FOR SELECTION

1. The demonstration of competency or ability to develop competence to handle the assignment.
2. The attitude to develop multi-talented teaching abilities.
3. Staffing needs and institutional policies.

The group also agreed that the selection process must be voluntary if it is going to succeed.

Question 14:

A. List the criteria established for selecting adjunct staff, i.e. degree, experience.

B. Rank order the criteria according to their importance, one being high.

C. List the criteria established for selecting professional staff.

D. Rank order the criteria according to their importance, one being high.

Since the group did not differentiate between the recruitment and selection of adjunct and professional staff, it was decided that the answer to Question #14 was included in the answer to Question #9.

IN-SERVICE PERSONNEL EDUCATION
GROUP REPORT

John R. Kotula
Delaware Technical and Community College
Delaware

The rapid growth of post-secondary vocational and technical programs of less than a baccalaureate degree has created a shortage of properly trained technical education instructors. This has led to an increased emphasis on programs of personnel development by trustees, administrators and staff in the above-cited institutions.

The concept of personnel development has never been easy to describe or define. With this in mind, it was the purpose of this group to concentrate on one segment of the total personnel development program, in-service personnel development. In discussing in-service programs the group attempted to identify major problems associated with in-service programs and to suggest various strategies that could be employed to solve these problems.

PROBLEMS AND PRIORITIES OF IN-SERVICE EDUCATION

The study group identified five major problems in instituting in-service programs and agreed that a priority listing of these problems must be established for successful implementation. They are as follows:

Priority #1 Needs assessment, scope, and setting goals of an in-service education program.

Needs assessment is a critical problem because of widely diverse backgrounds of the faculty and staff within the target area. In order to develop an in-service program it is important to identify the problem(s) through needs assessment. After this is conducted, the scope and setting of goals can be established to initiate programs to correct deficiencies.

Priority #2 Establishing an administrative organization.

Unless a commitment is made by the governing body and/or the administration of an institution, any in-service program will be difficult. The administrative organization of the total personnel development program must provide flexibility for involvement at all levels, in addition to the ability to effect the decision-making process. The study group agreed that one person should be responsible for personnel development and that person should serve as a facilitator of the program.

Priority #3 Developing an annual program and establishing a schedule, workload and time for in-service education.

Any successful in-service education program must be receptive to an already over-burdened staff. Staff development officers must be conscious of the workload, time and schedule of the members involved in the program.

Strategies such as released time, reduced workload, and incentives for participation are considerations for inclusion.

Priority #4 Establishing climate, credibility, and motivating staff for in-service education.

Strategies in previously cited priorities 1, 2 and 3 must be implemented to ensure establishing a positive climate for the staff involved in in-service education programs. If proper climate is developed in the needs assessment, organization and scheduling, the results should reflect the credibility and motivation on the part of the staff to have a successful program.

Priority #5 Identifying resources (funding, personnel, etc.) for programs of in-service education.

Proper funding and administrative support is a must to provide a challenging and rewarding program of in-service education. Identification of trained professional personnel is necessary to provide the climate which should result in the credibility and staff motivation toward the in-service program.

QUESTIONS RELATIVE TO NEEDS ASSESSMENT, SCOPE AND GOALS

In discussing the various priorities in establishing programs of personnel development, and particularly in-service education, the study group concluded that a number of questions needed to be answered concerning priority number one (needs assessment, scope, and setting goals of an in-service education program).

1. Who will be included in the assessment?
2. What do they need?
3. How will the data be collected?
4. What processes will be used in assessing individual needs?
5. Are established goals based on needs assessment?
6. How does one define goals as identified by needs assessment?
7. What are some possible physical, financial and philosophical limitations of the program?

SHORT AND LONG-TERM IMPROVEMENTS EXPECTED FROM IN-SERVICE EDUCATION

Establishment of programs of personnel development must be planned and carried out in an organized and meaningful fashion if they are to be successful. The group concluded that in addition to the previously mentioned priorities, institutions and staff development professionals should identify improvements expected from programs of in-service education. In planning for personnel development it was the consensus of the group that improvements should be expected and identified in establishing in-service programs. These were categorized in short and long-term improvements as follows:

Short-Term Improvements

1. Greater intellectual curiosity.
2. Professional reinforcement.

3. Professional development serves as a catalyst to instructional development.
4. Identifying an awareness of new strategies of instruction.
5. Awareness of the state of the art.
6. Provides a vehicle for faculty and staff to have input into the educational change process.

Long-Term Improvements

1. Better communication.
2. Better instruction.
3. Development of consensus on goals/objectives of the institution.
4. Greater awareness of student needs.
5. Greater appreciation for use of staff development opportunities.
6. Creation of a more adaptive/flexible educational environment.
7. Has the potential for developing:
   a) Greater job satisfaction.
   b) Higher self-concept among staff.
   c) Lower faculty and student attrition.
   d) Higher productivity.
   e) More efficient/effective use of educational resources.

PERSONNEL DEVELOPMENT OBJECTIVES AT NATIONAL, STATE AND LOCAL LEVELS

Identification of issues associated with personnel development appears to be a problem not just locally, but also at the state and national level. It was the intent of this group to share some of the issues involved and to suggest future directions worth pursuing. To do this without some impetus and direction from the national and state levels apparently would provide development on a "trial and error" basis. It was the opinion of the study group that objectives at each level should be as follows:

National

1. To provide national visibility.
2. To provide funding (support from foundations, governmental agencies, private agencies, etc.).
3. To influence legislation relative to personnel development at the national level.
4. To serve as a clearinghouse for dissemination of information relative to personnel development.

State

1. To promote/encourage personnel development programs.
2. To provide financial resources.
3. To sponsor legislation that encourages personnel development incentives and involvement.
4. To provide assistance at the local level in personnel development.

Local

1. To enlighten staff on latest educational developments.
2. To design and implement local personnel development programs.
3. To make personnel development a priority for the institution (funding, visibility, scheduling, etc.).
4. To encourage development in all areas, i.e., personnel, instructional, organizational.
5. To provide an organization which involves all personnel in staff development.

RECOMMENDED PERSONNEL DEVELOPMENT SERVICES TO BE OFFERED BY UNIVERSITIES AND FOUR-YEAR COLLEGES

In discussing methods for delivering personnel development services, the group concluded that universities and four-year colleges could provide leadership and assistance to other post-secondary institutions. In the past, personnel development has been a relatively minor issue in higher education. The old adage that, once hired, the professional in higher education has satisfactorily met the necessary criteria for competent instruction is no longer assumed or accepted.

The study group identified five services (in priority listing) that a university or four-year college could provide for the post-secondary institution:

1. To provide informational services on personnel development.
2. To provide training and leadership in personnel development.

3. To sponsor and coordinate conferences, workshops, and seminars pertaining to personnel development.
4. To provide expertise in personnel development.
5. To conduct current research in personnel development.
6. To offer courses designed to upgrade staff competencies.

It was also emphasized that the services provided by the university or four-year college should be offered on the basis of an analysis of the needs at the local post-secondary level. A second consideration should be the appointment of an advisory committee which could make recommendations relative to the implementation of personnel development services.

In addition to the services offered by universities and four-year colleges, the study group emphasized specific ways in which a post-secondary institution could best utilize its own staff in its personnel development program:

1. Surveying staff for skills and talent.
2. Providing additional training for staff.
3. Providing opportunities to staff for making presentations.
4. Sending personnel to staff development conferences.
5. Providing incentives for individual services rendered in staff development.

MOTIVATIONAL TECHNIQUES TO ENSURE STAFF PARTICIPATION IN PERSONNEL DEVELOPMENT PROGRAMS

A review of the total personnel development process led the study group to conclude that the best planned and most wisely conceived in-service program would have problems if motivational techniques are not built into the program. The following suggestions were recommended to increase staff participation in in-service programs:

1. Awarding credit for participation toward promotion.
2. Supporting those persons who participate (typing, duplicating, graphics, etc.).
3. Administrative support and commitment to staff development.
4. Insurance of quality in staff development activities.
5. Development of a program based on needs.
6. Total staff involvement in planning staff development programs.
7. Making the program voluntary.
8. Establishing a competitive spirit.

SUMMARY

The study group concluded that in-service education programs are one of the most important aspects of the total personnel development program of any institution. Problems and priorities of in-service training must be identified with major emphasis being placed on a local needs assessment. This, in turn, will assist in establishing the scope and setting goals of the program. Also, it is necessary to identify short and long-range improvements expected from programs before they are initiated.

Local post-secondary institutions need assistance in planning programs in personnel development. This assistance can be supplied at the state and national levels by furnishing the visibility, legislation, and funding essential for successful programs at the local level. Universities can provide expertise, conduct research, and provide informational services on staff development. Services offered by a university, however, should be done on the basis of an analysis of the needs at the local level.

Local post-secondary institutions can utilize their own staff expertise in personnel development programs by offering training, providing incentives for services rendered, and sending personnel to staff development conferences. Local institutions can also make in-service programs more attractive to individual staff by establishing motivational techniques to encourage staff participation.

NON-TRADITIONAL PERSONNEL DEVELOPMENT EDUCATION

Richard R. Smith
Glassboro State College
New Jersey

The members of the Non-Traditional Work Group of the National Conference represented post-secondary institutions from the states of Pennsylvania, New Jersey, Idaho, Florida, Tennessee, Illinois and Missouri. This writer makes no attempt to infer that all of the statements or suggestions of the participants represented the consensus opinion of the total group.

The conference planners asked the work group to respond to fourteen questions in an attempt to initiate discussion. The work group was not restricted to react to solely those questions, but viewed those items as providing general parameters for consideration.

When considering personnel development in general, it was agreed that all staff should be involved in planning, and should be free to choose from a range of alternate strategies. All staff was defined as involving not only faculty and administration, but board of trustee members, secretaries, support staff, maintenance personnel and students as well. The process of planning requires that the goals and direction of the post-secondary institution be clearly defined and predictable. An effective personnel development program must continually provide assistance to all participants while maintaining a non-threatening environment. Each program must be designed to promote the self esteem of the staff; each individual must function within a climate which recognizes that each person is "free to fail" in his endeavor to improve effectiveness. As financial resources become increasingly limited it becomes the responsibility of creative staff to recognize and develop low-cost, highly effective strategies and activities. It must be recognized that process is critical and that process should reflect the awareness of those numerous resources not only within each institution but also within neighboring schools and colleges.

EXISTING PERSONNEL DEVELOPMENT PROGRAMS DESIGNED TO ORIENT STAFF TO ASSIST THE DISADVANTAGED AND MINORITIES

The work-group members expressed the opinion that a dearth of literature existed with regard to ongoing personnel programs that stressed the development of behavior and attitudes which would specifically focus on providing educational opportunities for the disadvantaged and minorities. While recognizing that colleges and universities are offering pre-service degree programs, workshops and certification programs, it was evident that a concern existed regarding the relevance of what was being provided in terms of what is actually needed by staff members of post-secondary vocational and technical schools and colleges.

Miami-Dade Community College North (Florida) presently offers Black/White Confrontation Workshops for all staff members. Intercultural seminars are also offered to staff on a voluntary basis. Role reversal activities are conducted as a part of those offerings.

Miami-Dade is attempting to focus on staff behavior in an attempt to reduce offensiveness toward other cultures. Their programs attempt to promote positive concepts by rejecting a remediation approach to staff development. The commitment of Miami-Dade to the professional development of all staff is evidenced through their response to the needs of women in general, and also to the needs of secretaries in particular. Activities are conducted that deal with opportunities for women, new roles for women and assertiveness training. Many activities are conducted through the use of their Mature Student Lounge.

Pre-service degree programs are increasingly stressing activities that will hopefully enable staff to be more sensitive to the needs and nature of the disadvantaged and minorities. The University of Tennessee offers two sensitivity training experiences to their degree candidates while also providing a field experience whereby students actually live with Appalachian and inter-city black families. Glassboro State College (New Jersey) offers a course to their graduate students that is designed to help them recognize educational disadvantages and then prescribe instructional strategies in an attempt to diminish those deficiencies through classroom activities.

Williamsport Area Community College (Pennsylvania), through various staff development activities attempts to prepare their teachers to work with and assist CETA Program participants, prisoners, and mature students returning to the classroom.

An attempt is being made in New York to improve the skills of teachers in working with minority students enrolled in Business and

Engineering Technologies programs. The College of Southern Idaho is also concerned with promoting the ability of male instructors to work with females and blacks matriculated in their Civil Engineering Technologies Program.

Generally speaking, most staff development programs are attempting to familiarize their teachers with techniques appropriate to developing the study skills of their students.

OTHER PERSONNEL DEVELOPMENT ACTIVITIES

Many states are experiencing growth in the number of vocational-technical schools. The State of Tennessee has developed a staff development program that encompasses the total state. One federally funded program that has been developed is an Extern Program for new post-secondary vocational and technical directors and principals. The University of Tennessee cooperates with the program and functions within those three regions that have been identified within that state. The components of the Extern Program enable new directors and principals to study on the campus of the University of Tennessee. They attend a multi-faceted workshop after which they return to their school and campus to work while also attending monthly meetings in their region. Those directors and principals are also visited each month by a supervisor who attempts to assist them in dealing with their unique problems.

A consortium of community colleges has been formed in New Jersey. The Consortium has formed a Task Force for Staff Development and Evaluation through funding received from the New Jersey Department of Higher Education. That Task Force is currently involved with conducting a state-wide needs analysis. Glassboro State College has conducted credit and non-credit activities on their campus and also on the campuses of area community colleges. Glassboro has not only assigned their professors to serve as instructors and supervisors, they have also identified skilled individuals from area post-secondary institutions and utilized their services as instructors on their home campuses. They are designated as adjunct faculty which then enables those participating staff to receive graduate credit when appropriate. The services of Rutgers University have been extended to personnel of post-secondary schools and colleges by conducting both credit and non-credit courses and workshops.

A consortium has been formed in Idaho in an attempt to coordinate five ongoing EPDA projects. High priority has been granted to preservice activities. The Idaho Consortium is concerned with both staff development leadership skills and also the promotion of teaching proficiency. The consortium offers two week preservice workshops that stress the "four step approach to instruction." An attempt is also being made to motivate teacher preparation institutions to provide preservice and inservice activities that will stress teacher evaluation.

On the local level Triton College, River Grove, Illinois, has initiated a professional growth program which awards credit for activities which may include specific projects beyond the scope of normal activities. Faculty may move horizontally on the salary scale after the completion of a specified number of "Professional Growth Units." Specific activities are conducted for adjunct faculty that emphasize principles of learning and teaching strategies.

Miami-Dade Community College North has appointed a chairperson for Curriculum and Instructional Support. The services of that staff attempt to promote the teaching effectiveness of tenured, non-tenured and adjunct faculty. They attempt to sensitize the instructors to the needs and nature of their diverse student population; the mature student, the student in need of further development of basic skills and those students from a range of cultural background.

Eighty to ninety percent of the students of the Williamsport Area Community College are matriculated in two-year vocational-technical programs. That college conducted an assessment of needs that involved all staff, from maintenance staff through to the members of their board of trustees. They have brought in outside consultants to work with four staff development teams. These teams will eventually carry on a continuous program of activities for all staff. Williamsport also has initiated industrial exchange programs for their professors while establishing an administrative exchange activity. They are trying to attune all faculty to the needs of the low income student. A basic philosophy of their development program is to work with individuals in a supportive and non-threatening manner. It is indicated that Williamsport is committed to the improvement of effectiveness of all staff at all levels.

SPECIFIC SKILLS NEEDED TO PROVIDE EDUCATIONAL OPPORTUNITY FOR THE DISADVANTAGED AND MINORITIES

The group attempted to identify those teaching skills and attitudes that they considered to be essential when attempting to teach educationally disadvantaged and minority students. They felt that the teacher should:

1. Be able to recognize basic skill deficiencies.
2. Recognize the importance of referral.
3. Recognize and utilize the resources of the community for the welfare and support of both students and curriculum.
4. Be aware of alternative instructional activities.
5. Be able to recognize and utilize the skills that students bring into class with them.
6. Be aware of, and able to apply appropriate group and individual interaction techniques.
7. Be able to apply appropriate Human Relations skills.
8. Be able to provide optional modes of instruction to students that are not "print oriented."
9. Develop their listening skills.
10. Develop appropriate confrontation skills.
11. Develop behaviors that will indicate acceptance of students.
12. Be able to state objectives in performance terms.
13. Be able to utilize those instructional strategies appropriate to the course and the students.
14. Be able to evaluate with validity and reliability.

In summary, the group recognized the need for teachers to understand and accept the nature and goals of their institution and those students whom they serve. Those teachers must also recognize that good teaching requires the identification of an instructional process that is appropriate to their role.

TECHNIQUES APPROPRIATE FOR DEVELOPING STAFF ACCEPTANCE OF INSTITUTIONAL PHILOSOPHY, GOALS AND OBJECTIVES

If staff are to be expected to be committed to the philosophy, goals and objectives of an institution it is essential that they be involved in the planning and periodic review of the function and philosophy of that school or college. While the concept of involvement is essential, the claim by administrators that "we involve our staff" is shallow unless staff members actually believe that there is a meaningful and effective two-way flow of communication.

Some institutions have followed the "Town Meeting" forum by presenting a general and open statement of philosophy and goals to the staff, promoting interaction and feedback. It must be recognized that the existing structure of governance critically affects this process.

The concept of Management by Objectives (MBO) is a technique which emphasizes both process and involvement. That technique eventually results in a staff member sitting with a supervisor for the purpose of identifying those specific objectives to be attained by that staff member within a specific period of time. Those objectives that are identified must be acceptable to the staff member and appropriate to his academic and professional responsibilities. Those objectives must be periodically reviewed and assessed. Again, the group stressed that the philosophy and goals of the school must be clearly articulated.

It was suggested that staff be urged to identify or review their behavior when interacting and functioning within the total range of their responsibility. That analysis of their behavior might well lead to a greater awareness of the assumptions of those behaviors; some of which may, in reality, be in direct conflict with those philosophies and goals to which they believed they were committed. Role Simulation Techniques may be appropriate when attempting to motivate staff to analyze their behavior.

Staff development programs that are crises oriented will eventually result in negating the development of a long-term oriented program. An effective program cannot exist within an environment that promotes threat or disseminates incomplete information through a one-way channel of communication. A staff development program must allow for individual differences, and cannot be totally dependent on "canned" programs or group activities. The environment of the institution must promote a condition whereby a visible relationship clearly exists between the increment of productivity or effectiveness and systems of reinforcement.

INFORMATION-ATTITUDES-TECHNICAL AND TEACHING SKILLS NECESSARY FOR NEW POST-SECONDARY VOCATIONAL AND TECHNICAL INSTRUCTORS

Novice instructors should be informed in relation to both the policies and resources of the institution. They should also be enlightened in terms of those community resources and projections that can be supportive of both instructional programs and student needs. It is essential that they be informed regarding the range of institutional policies and procedures affecting them both personally and professionally.

In terms of the students whom they serve, they should be informed of referral procedures, the services of the school and those instructional support systems that can help them in upgrading their instructional effectiveness. They should have insight into the nature of the student population; and be aware of alternate methods of dealing with those instructional and advisement complexities which typically exist within a heterogeneous student population.

In terms of attitudes, new instructors must exhibit a sincere desire to help their students. They must be sensitive to student needs, and be flexible and open to varied options which will enable them to better serve students both in and out of the classroom. The new instructor must want to grow along with his students, he should exhibit a desire for continual professional renewal. Of course, both the policies and environment which exist within each institution are critical in that they can either support or destroy such desirable attitudes.

In terms of personal attitudes, it is desirable for the new teacher to be enthusiastic about his work and private life, while recognizing that adjustment requires that he exhibit a healthy balance between his personal and professional activities. As he does not want to promote an attitude of dependence among his students, nor should the new instructor be excessively dependent on his institution as the sole source of satisfaction and reinforcement. He must recognize and protect his rights as an individual while also guarding against those attitudes that would prompt him to isolate himself from the needs and concerns of his constituents.

The new post-secondary vocational and technical teacher must know his subject matter and be technically competent at a level of performance equal to industrial standards. He must be able to operate the tools and instruments of his trade while also being able to demonstrate those manipulative skills to his students. He must possess a grasp of the theoretical concepts of his specialization while simultaneously being proficient in relating theory to practice for instructional purposes.

The beginning vocational and technical instructor must be able to plan and organize for instruction; he must be able to pre-assess, identify valid objectives, select an appropriate mode of instruction from a range of alternatives, identify a valid assessment process and be able to correctly interpret the results of his evaluative efforts. He should work toward developing those listening and motivational skills that are essential for good teaching to take place.

ESSENTIAL COUNSELING--INSTRUCTIONAL AND ADMINISTRATIVE SERVICES FOR PART-TIME STUDENTS

The "One College Concept" is critical if part-time students are to receive a range of services which are at least equivalent to those services available to the full-time student. The extension of effective services to part-time students is difficult, especially if we realize that part-time students attend during the day as well as in the evening. Some post-secondary institutions pay counselors above-load for evening assignment while others schedule evening assignments to all counselors as part of their regular load. All too often few counselors are available in the evening and yet they are expected to provide a scope of services equivalent to those available during the day by the total student personnel staff.

Each school or college should make every effort to identify the characteristics and needs of their part-time student population. A range of services should be provided from orientation through placement. Special programs should be offered in response to the needs of the part-time student through both group and individual activities. Not only should pre-assessment be emphasized, but a valid program of follow-up evaluation is essential if the institution desires to continually review program effectiveness toward the goal of renewal and improvement.

The student personnel services division should work closely with the instructional staff. Those teachers with evening assignments should be aware of: the nature and needs of the part-time student, the process of referral, those services available during the evening, and appropriate advisement procedures and techniques. Many part-time students are mature, with home and work responsibilities. It has been indicated that they need and seek counseling and advisement, often in the areas of career counseling and the development of study skills. Counselors would be well advised to be available to students in all areas of the school, while also considering entering the classroom early each semester to communicate their desire to assist and support each student.

While it is recognized that adjunct faculty bring a desirable degree of diversity onto the campus, it is also recognized that the number of part-time instructors is presently growing. Within the eighty-five para legal education programs that exist across the nation, ninety-three percent of those faculty members are part-time. It is essential that post-secondary schools and colleges establish continuous staff development programs for their part-time staff. Each school should provide a full range of instructional services to their adjunct staff. A process must exist within each institution that promotes the continuous supervision of those instructors with evening assignments. Some of the money being saved through the hiring of adjunct faculty for evening assignment should be earmarked for developmental and supervisory activities.

Williamsport Area Community College has established a program whereby future vocational/technical adjunct instructors are released from industry for three hours a week to work with experienced faculty. They then initiate their instructional activities the following year after that initial period of development and evaluation.

Other structures and programs may be provided that are directly related to instruction for the part-time student. The person scheduling courses should consider the employment patterns within the traditional three-semester hour structure. A part-time student advisory committee may be of assistance in providing those insights necessary for the improvement of those instructional activities available to them.

The full range of administrative services must be available to the part-time student. Part-time students should have the opportunity to have contact with the hierarchy of administrative personnel. The administrators are charged to communicate as effectively as possible with their part-time students. It is most desirable to provide office facilities to part-time instructors so that they can extend their services to students as do full-time personnel. The availability of such facilities would tend to remove the sense of isolation that is often experienced by part-time instructors. Each administrative division must specifically plan to serve the part-time population if the range of needs of those students are to be resolved.

ESSENTIAL ADVISEMENT SKILLS TO BE TAUGHT TO STAFF THROUGH THE ORIENTATION PROCESS

Each school should initiate a program that would provide for the early recognition of student difficulties. This requires that the instructor be sensitive to his students, while also knowing which procedure and service is appropriate to a specific problem. Every staff member should be made aware of the services of the school and community, while also being informed concerning curricular structures, patterns and prerequisites.

Staff members can learn appropriate recognition, advisement and referral skills through a variety of techniques. They can become involved in role playing or various simulation exercises. They can observe experienced advisors in person, or can observe the process through the application of video-taping strategies. The review and evaluation of case studies may also be of use in developing the advisement skills of staff.

SUGGESTIONS FOR EXPERIENCED STAFF MEMBER INVOLVEMENT IN ORIENTING NEW STAFF MEMBERS

Experienced teachers can help new instructors in group activities or on an individual basis. Developmental teams can be formed on a differentiated basis which could lead to the improvement of skills of both new faculty and the experienced team members.

The experienced instructor can invite the new person into his classroom, and can also offer his services by observing the new instructor for the purpose of assistance. He can help not only in planning, but by providing the new teacher with insight into alternative techniques. He can inform the new instructor as to both print and non-print resources.

The experienced faculty may consider the development of an Instructional Strategies Bank that would provide samples of projects, plans, techniques, activities and evaluative instruments. This bank may also include video tapes of various instructional modes accompanied by appropriate support materials.

The experienced staff should also be concerned with orienting the new staff member to the school or college in particular, and also to the community which the school serves. Much can be done to assist the new person in adjusting to his new environment. The experienced staff should not only be concerned with the development of the instructional and professional skills of the new staff member, but should also evidence concern for that individual's physical, security and acceptance needs.

ADJUNCT FACULTY GROUP REPORT

James L. Hoerner
Virginia Polytechnic Institute and State University
Virginia

After much discussing and responding to the assigned questions for the group, the following subtopics emerged as the key points of concern regarding the topic of Adjunct Instruction:

1. Why adjunct instructors
2. Reasonable expectations of adjuncts
3. Recruiting, selection and affirmative action
4. Unique problems of adjunct instructors
5. Solutions to such problems
6. Steps in planning staff development programs for adjunct instructors
7. Other thoughts and concerns regarding adjuncts

The remainder of this report will be the summation of the group discussion regarding these subtopics.

I. Why Adjunct Instructors

When one first thinks of why adjunct instructors are used in post-secondary education it is almost like thinking about why does the sun rise. Part-time instructors have been used so much and so long one doesn't stop to question why. This could also be the reason why, generally speaking, adjuncts have not been given much attention and in fact are the last to be considered from practically all points of view.

After analyzing Adjunct Instruction several reasonable ideas emerged regarding why adjuncts are needed in post-secondary education. These are:

1. To provide the flexibility required in our educational programs of today. Since community needs vary so much and there is a constant fluxuation in the business and industrial needs for trained personnel, the need for a good number of post-secondary occupational programs is constantly changing.

2. To provide up-to-date instruction in highly specialized areas. Modern business and industry demand an extremely wide range of highly skilled personnel. In order to have instructors with the specialized expertise to provide the necessary training it becomes imperative to employ part-time instructors directly from business and industry who have the required up-to-date knowledge.

3. To meet short-term educational/training needs. With the rapidly changing needs of our community there is constant need for short-term training programs. Specialized training is frequently needed for only a short time and then once saturated the training program terminates. It is difficult to use full-time instructors to provide such training. Adjuncts, therefore, seem to be the best solution for such training needs.

4. To provide education over an extended schedule. Due to the increased number of persons going to school on a part-time basis while working full-time jobs, there has become a greater interest as well as need for expanded evening and weekend classes. To offer classes all hours of the day and night as well as weekends, adjunct

staff becomes the only reasonable solution. Full-time faculty cannot be expected to be available over such extended schedules.

5. To provide education based throughout the community where ever desired. The increased interest in locating programs out in the community in business and industrial locations further necessitates the use of part-time instructors. Full-time staff cannot be expected to drive around to several locations to hold classes each day.

II. What Can Be Reasonably Expected of Adjuncts?

The group deliberated at length on the reasonable expectations to hold for adjunct faculty. It was agreed that the expectations vary greatly from one system to another. However, it was agreed that since they were employees of the system like the other instructors, there are several minimum expectations that could be established. The following six expectations were agreed to be minimum responsibilities that should be met by all adjunct regardless of location, subject, etc.

1. The adjunct is expected to meet classes as scheduled like any other instructor.
2. The adjunct should provide minimum office hours for students needing individual assistance.
3. It is reasonable to expect adjunct instructors to be current in knowledge and skill in their area of teaching.
4. Adjunct instructors are expected to be knowledgeable in the content of the course they are teaching.
5. It is expected that adjunct instructors will be knowledgeable of the regulations and procedures of the institution and to

conform to them.

6. The adjunct should try to be an effective teacher and make every effort possible to improve.

III. Recruitment, Selection and Affirmative Action

The whole recruitment and selection process of part-time and adjunct instructors is a process that varies greatly from system to system. Generally it is an area that presents many problems and concerns at many institutions.

Recruitment was discussed at length and a number of points were finally agreed on as important to consider in the recruitment process.

1. A list of potential instructors should be formalized through utilizing various sources (i.e. advisory committees, employment agencies, professional groups and associations, local business and industrial contacts, chambers of commerce, etc.).
2. Develop a recruitment brochure that tells of the opportunities as an adjunct instructor in the local area. The brochure could be distributed around professional building lobbies, doctor's offices, shopping centers, etc. with a tear-off for anyone who wanted to make an initial application.
3. Conduct a social meeting for those interested in being an adjunct instructor. The purpose of such a meeting would be to answer questions within an informal atmosphere prior to any commitments being made. Full-time personnel and recruitment personnel could get better acquainted with potential instructors before making contract commitments.

4. Have adjuncts complete the full-time employment process. This would result in better personnel records and provide greater opportunity for the adjunct to become more familiar with the system and its structure.
5. Use a team interview process for the potential adjunct. This allows for better assessment than just one person's opinion.
6. Contact other nearby institutions that may have full-time instructors who do not have full teaching assignments and could be assigned as adjuncts at a second institution.
7. In some instances administrators could be given an adjunct teaching assignment. This provides them an opportunity to retain recent teaching experiences.
8. Recruitment processes should include the use of all equal opportunity employment processes such as: news media, affirmative action goals, etc.

Criteria for recruitment was discussed and it was agreed that the following criteria should be strongly considered when recruiting adjunct instructors. It was also agreed that certain criteria should be more important than others, therefore, the following list is, in the opinion of the committee, ranked in the order of importance with number one being the most important criteria to consider when recruiting adjuncts.

1. Technical competency
2. Recommendations from individuals who have made successful recommendations in the past

3. Teaching experience
   a. past teaching experience at other education institutions
   b. experience as a trainer in industry
   c. educational experience designed to establish competency
4. Ability to communicate and relate to others
5. Degrees

Obtaining reasonable evidence of an adjunct instructor's teaching competency was considered an important aspect of the recruitment and selection process. The committee agreed that as many of the following suggestions as possible should be employed in determining teaching competency.

1. Obtain recommendations from past industry and/or education employers regarding such teaching competency areas as:
   a. Empathy
   b. Organization
   c. Punctuality
   d. Enthusiasm
   e. Neatness
   f. Verbal fluency
2. Obtain evaluations of past and/or present teaching experiences.
3. Request past student evaluations.
4. Request candidate to conduct a teaching demonstration - perhaps in some on-going instructional setting.
5. Request a portfolio of work if he or she has such.
6. Have a demonstration of familiarity of your equipment.
7. Administer technical competency exams or obtain results of such if they have already been taken.

8. An assessment of technical evaluation by an incumbent instructor in some field.
9. Use a team of peers to evaluate.
10. Have candidate give demonstration of media utilization.
11. Exhibit a philosophy in agreement with institution.

While not all of these suggestions can be employed in all instances it is suggested that they be used as guidelines for assessing a potential adjunct instructor's teaching competency whenever possible.

Some discussion was devoted to the topic of achieving affirmative action in employment processes for adjunct instructors. After considerable comment, it was agreed that the following points should be practices to assure the achievement of affirmative action.

1. Individuals involved in selecting adjunct staff should be assisted in being aware of their own bias and prejudices and the philosophy of affirmative action.
2. Develop well written job descriptions on basis of functions and competencies required on the job.
3. Use affirmative action advertising practices.
    a. Advertising procedures to include minority groups.
    b. Request industry contacts to recommend minority individuals as well.
4. Document all recruiting efforts.

IV. Unique Problems of Adjunct Faculty

A good deal of time was spent discussing the many problems that seem to plague adjunct instructors. It was agreed that a list of problems to look at could perhaps lead to potential solutions. Following are the problems that generally exist with adjunct instructors.

1. The sharing of facilities claimed by other instructors.
2. A feeling of not being a part of the institution.
3. A lack of knowledge in basic administrative tasks: i.e.
    a. where to obtain supplies
    b. student records
    c. support services
    d. chain of command
    e. secretarial help
    f. security
4. Familiarity and use of institution's equipment.
5. Relationship of the course which they are teaching to the total program.
6. Insufficient course syllabuses, content outlines, and guidelines.
7. Lack of teaching skill such as:
    a. Utilization of time in teaching manageable units.
    b. Alternative learning styles and their role within.
    c. Using media.
8. Utilization of development support services.
9. Commitment to teaching profession.
10. Skills of organizing curriculum.
11. Institutional commitment.
12. Unaware of philosophy of institution.

13. Tend to teach only occupational skills.
14. Unaware of students' characteristics, backgrounds, etc.
15. Lack of awareness on the part of the administration to individual differences and needs of adjuncts.

V. Solutions to Problems of Adjuncts

After the identification of the many problems confronting adjuncts, the committee addressed potential solutions to such problems. While it was recognized that not all adjuncts have all of the above mentioned problems it was also agreed on that not all of the suggested solutions would necessarily solve all the problems related to adjunct instruction. The following is a suggested list of possible solutions or techniques that hopefully can help eliminate a number of the above-mentioned problems. The committee offers these only as a guide.

1. Conduct a series of inservice workshops.
2. Develop and provide handbooks for the adjunct.
3. Conduct an adjunct faculty orientation.
4. Use a buddy system for new adjuncts assigned to experienced teachers for assistance.
5. Provide adequate administration to assist adjuncts.
6. Calendars and schedules of administrators should be made available to adjunct faculty.
7. Include adjuncts in regular communication channels.
8. Provide adequate secretarial support.
9. Vary schedules of meetings so adjuncts can attend also.
10. Assess needs of adjuncts at beginning of employment.

11. Evaluate adjunct faculty for input to staff development.
12. Have adjuncts be members of advisory committees.
13. Invite adjunct faculty to social activities.
14. Take new adjuncts on a tour of complete facilities.
15. Use concerns of adjunct faculty to develop handbook.
16. Include adjuncts in travel budgets.
17. Include adjuncts in curriculum development activities.
18. Include adjuncts in incentive and teaching awards.
19. Provide news media recognition for adjuncts doing outstanding jobs.
20. Include adjuncts in faculty committee assignments.
21. Provide salary increments for adjunct based on teaching experience.
22. Include adjunct in tuition payment for professional improvement credit.

VI. Steps in Planning Staff Development Programs for Adjunct Professors.

The committee agreed that one of the most important activities for solving the many problems and concerns dealing with adjuncts would be to conduct staff development programs. The following steps were identified as basic to conducting staff development programs for adjunct faculty.

Step One - Information Input:

The purpose of this step is to collect the basic data regarding the needs of adjuncts. A survey of needs and problems should be made of the adjunct faculty. In addition, other instructors, faculty and students should be surveyed to determine what is needed for the adjuncts.

Step Two - Compilation and Analysis of Input:

Once information is collected, it should be compiled and analyzed to determine the needs of the adjunct faculty.

Step Three - Development of Alternative Plans:

This step includes the development of several approaches to best meet the needs of the adjunct faculty. Since the needs vary among the faculty members, efforts should be made to provide alternate approaches for different instructors. The approaches might include anything from handbooks, individualized packets, to workshops.

Step Four - Implementation of Plans:

Once alternative plans are developed they should be set into motion with various schedules most conducive to the adjuncts needing the assistance.

Step Five - Evaluation:

Frequently we do things without making any effort to see what the results are. Every effort should be made to evaluate the staff development activities and the effect if any, such activities had on the problems of the adjuncts.

Step Six - Follow-Up:

Once evaluation has been made it is important to follow-up and continue with staff development activities as needed.

VII. Other Thoughts and Concerns Regarding Adjuncts

The committee ended its discussion with several final suggestions that perhaps have application to adjuncts and deserve further consideration. One thought that has potential regarding the use of adjunct instructors is the possibility of arranging for shared time adjunct instructors who are jointly employed by both industry and education. In other words part of the person's full-time job would be to teach a course or two at the nearby post-secondary institution. This suggestion holds several advantages over present approaches.

Another suggestion was that of consideration toward organizing or unionizing part-time instructors. While there are many ramifications to this, there, no doubt, are several advantages.

A third suggestion given for further consideration was that of developing multi-talented adjuncts who could teach more than one area. This idea holds promise and probably would eliminate several of the present day problems.

VIII. Summary

The committee recognized that they could not solve all the problems that exist regarding adjunct instructors at the post-secondary level. It was the consensus of opinion, however, that the suggestions presented in this report can serve as guidelines for those working with adjunct instructors. It is hoped that such suggestions will be of value in this regard.

RANK AND EXPECTATIONS
GROUP REPORT

Terry G. Ludwig
Colby Community College
Kansas

In summarizing the work of our committee, much of the richness of the dialogue will be lost. We reviewed questions 32, 37, and 38 from the "Work Information Packet," for the workshop. The information contained in this document reflects material gleaned from notes and tape recordings. The omissions and emphasis of the report consequently denote the biases of Terry Ludwig who served as reporter. The findings of the Rank and Expectations Committee are delineated following each question.

32. What are the top ten pedagogical skills needed to be emphasized in the in-service program for institutional staff?

The committee quickly discovered that there were two important elements to the question. First, what were the top ten pedagogical skills. Secondly, what comprised an inservice program for instructional staff? Both elements limited and supported each other.

After several false starts, the committee decided that listing ten top pedagogical skills without knowledge of a specific college's needs and inservice delivery system would be over generalizing. We did not want to build a super list of ten ranked pedagogical skills required by a super instructor functioning in a super inservice or staff development program.

Committee members were concerned that the overall objective of promoting student learning not be lost in any list of pedagogical skills. We noted that there are many models of effective teaching and that the instructor is only one element in a classroom environment. The individual student, the discipline or subject, and the institutional environment also affect the amount of learning produced.

The following unranked list of important pedagogical skills was compiled by the committee:

- curriculum development
- understanding learning theory, students, and subject
- evaluation-summative and formative
- creativity, risk-taking, and creative failure
- instructional strategies
- interpersonal skills
- group dynamics
- community college philosophy
- instructional technology

In addition to the list of general pedagogical skills, it was thought the effective instructor evidenced a large dose of caring for students as persons, and an enthusiasm for his subject. The fact that learning takes place in the context of a human relationship was not to be forgotten.

Perhaps knowing the priority of these pedagogical skills at each institution is the first step toward building an inservice staff development program capable of giving interested instructors an opportunity for personal involvement in a skill-building session. Individual interviews of faculty by the staff development coordinators were seen as the most effective needs assessment procedure. Roger Garrison (AACJC Journal, June-July, 1975) in "A Mini-Manual On In-Service," comments on effective staff development program planning.

Once the basis for an institutional inservice program has been developed, the total institutional environment which encourages instructors to use these skills becomes more important. William Gall provided a listing of possible areas of staff development needs prepared by Robert Bolge of Mercer County Community College. The committee wished to include List I and List II as examples of prioritized needs for an inservice or staff development program.

POSSIBLE AREAS OF STAFF DEVELOPMENT NEEDS
List I

1. Long-range planning skills.
2. Recruiting faculty/staff.
3. Developing/cutting budgets.
4. Conducting cost studies.
5. Delegating authority/responsibility.
6. Establishing effective/acceptable evaluation systems.
7. Conducting meetings.
8. Inspiring and facilitating innovation.
9. Implementing management by objectives.
10. Lowering student attrition.
11. Scheduling classes.
12. Utilizing the concept of differentiated staffing.
13. Conducting community needs studies.
14. Using collective bargaining and arbitration as problem-solving mechanism.
15. The effective use of time.
16. Human relations skills.

17. Public relations skills.

18. Decision-making techniques.

19. Applying management theories/research.

20. Establishing staff development programs.

21. Using college committee affectively

22. Understanding the "community service function" of the community college.

23. Understanding the "continuing education function" of the community college.

24. Understanding the "career education function" of the community college.

25. Utilizing remedial and developmental programs and courses.

26. Knowing the characteristics and needs of students.

27. Developing/using non-traditional library services.

POSSIBLE AREAS OF STAFF DEVELOPMENT NEEDS
List II

1. Reinforcing student learning.

2. Helping students explore their motives, attitudes, and beliefs.

3. Academic advising of students.

4. Developing interdisciplinary courses.

5. Using appropriate grading systems.

6. Accommodating students with differential learning rates.

7. Maintaining student motivation.

8. Identifying disadvantaged students.

9. Evaluating modes of instruction.

10. Developing curricula/programs.

11. Developing/using multi-media instructional activities.

12. Developing/using individualized instructional materials.

13. Conducting class/seminar discussions.

14. Developing/using audio-tutorial learning materials.

15. Writing behavioral objectives.

16. Applying learning theory/research.

17. Developing/using simulation or role-playing activities.

18. Self-analysis/self-awareness skills.

19. Developing/using entry or exit level skills tests.

20. Test construction and analysis.

21. Developing/using credit-based examinations.

22. Challenging the "gifted student."

23. Developing/using learning contracts.

24. Counseling of students.

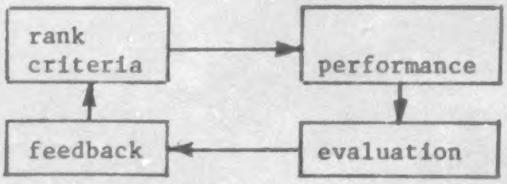
25. Matching instructional modes tc the characteristics/needs of students.

37. What are the different expectations between full professor, associate professor, assistant professor, instructor, assistant instructor, teaching aids, technical assistant, and adjunct faculty?

The first reaction of the committee was that the question was irrelevant for more than one-half of the community colleges and technical colleges. They do not have ranks, and in many cases do not have tenure. However, all institutions are facing promotion, salary, and merit pay decision-making problems for full-time and adjunct staff. The question of how to make those decisions became the central focus of the committee during discussions on question number 37.

In analyzing the decision-making processes at our respective institutions several factors readily became apparent:

1. Staff expect a differing rate of remuneration along with each rank.
2. The increasing salary and prestige attached to the higher rank supposedly reflect a higher skill level and more complex set of responsibilities for the individual.
3. Collective bargaining is often a factor in the establishment and maintenance of systems having multiple ranks.
4. Systems having clear differentiation between ranks obligate administrative decisions as to what criteria should be rewarded or reinforced: loyalty, teaching skill, college service, personal development, credit hours productio travel, etc.
5. In many institutions the administrative agenda dominates rank expectations. Little work has been done on the faculty viewpoint toward or expectations of differentiated rank systems.
6. Once criteria are determined for the various ranks, they must be incorporated in a comprehensive system which encourages performance and provides periodic feedback to the individual. The criteria must become included in objectives which influence daily decision-making.



The apparent reason for administrative creation of instructor-ranking systems remains the facilitation of student learning. Faculty support the ranking systems (ostensibly) for a similar reason--they support better teaching. Whether or not institutions with systems of ranking for faculty produced more learning or supported better teaching over non-ranked systems remained an unresolved question.

Several colleges did have methods for determining full load for faculty. DeAnza Community College in California; Mercer County Community College in New Jersey; and Howard Community College in Maryland have reports detailing procedures for determining full load criteria at their campuses. Those institutions, among many others, have developed comprehensive faculty evaluation systems due to a combination of administrative, faculty, court, and citizen directed pressures.

Finally, in the committee's movement from discussion of institutional ranking of instructors to analysis of faculty evaluation systems, Management-By-Objectives was frequently mentioned. Several committee members commented on how MBO is used on their campus. Special mention was made of replacing individual faculty member objectives with department objectives. MBO also seemed to be an excellent tool for evaluating faculty with partial administrative assignment or for accommodating individuals who did not fit the criteria of existing faculty evaluation systems or who choose not to participate in them.

38. What information should be included in a written plan for improvement which makes clear what faculty must do to advance to the next academic rank/salary range?

Initially, the committee noted information included in a written plan for improvement for faculty should meet the definition of a good behavioral objective: the written plan should state what must be done; state under what conditions it must be done; and state how it will be evaluated. Beyond the preceding points, committee discussion centered on the way to determine advancement information, the comprehensive role of faculty, and the specific items an improvement plan should contain.

Determining the information to be included in the written plan of advancement should follow these steps:

1. Criteria for advancement are developed from the mission statement or goals of the college. All too often the reason for the being of the college becomes lost in the design of the system which influences the behavior of all college staff throughout the year.

2. The process to be used in evaluating faculty achievement of objectives based on the criteria is formulated. The process of evaluation should clearly reflect the relation of the criteria to the goals of the college.

3. The levels of performance or standards on each criteria should be specified for each rank or step on the salary schedule.

The comprehensive role of faculty in a modern post-secondary institution must also be addressed by information in the written plan of advancement. Expectations of faculty performance should be registered on all these criteria according to James Hammons whose paper we reviewed at the Conference.

1. Teaching--preparation, implementation, evaluating students, and classroom management.
2. Advising.
3. Professional growth.
4. College service.
5. Community service.

Where the written plan of advancement fails to denote criteria or standards of performance on a criterion, no contribution by individual faculty members should be expected. The intent, procedure, and expected results should be clear in all five areas.

In summary, it was felt information included in any written plan for improvement of individual faculty should contain a statement of criteria relationship to the college mission and goals, a statement of standards on each criteria for advancement to specific ranks or salary steps, a statement of conditions for performance, and a statement of how performance will be evaluated. Criteria may include experience, education, and time in rank plus the five areas of teaching (advising, professional development, college service, and community service), specified above. The message seems to be one of clearly emphasizing the rationality and comprehensiveness of information contained in written plans for faculty advancement and improvement.

SUMMARY

Three important points may be drawn from the committee on rank and expectations work. First, no one has the answer yet. In dealing with all questions there were high levels of frustration. The neat and tidy answers were incomplete. Secondly, integrated systems which consider the points raised by all three questions are difficult to locate. The papers submitted for the conference may be a valuable resource in this area. Finally, the key to the workshop seemed to be access. Access to ideas and results of efforts on other campuses.

ANNOTATED BIBLIOGRAPHIES

POST-SECONDARY
STAFF DEVELOPMENT
AN ANNOTATED BIBLIOGRAPHY

Dr. Robert W. Harris
Associate Professor
Chairman of Business
Mercer County Community College

and

Dr. Francis A. Sakiey
Associate Professor
Business Department
Mercer County Community College

INTRODUCTION

The need for staff development programs in the area of post-secondary education is well documented. A search of the literature reveals numerous articles and research reports pertinent to the topic. The following pages represent an attempt by the authors to select writings that reflect current thinking on pre-service and in-service staff development programs designed to up-date, and keep current individuals presently employed or preparing to enter the field of secondary vocational technical education.

The annotated bibliography is organized into six major headings as follows:

1. College or University.
2. Community College.
3. Other Post-Secondary Institutions.
4. Resource Centers.
5. Models.
6. Research.

These headings represent the organization responsible for administering the program, as is the case with the first four categories; writings that describe theoretical or working models, and research dealing with needs, current practices and competencies in post-secondary vocational technical education. Each major heading is further subdivided into pre-service or in-service; technical, pedagogical, or administrative; and finally, according to the position held: professional, para-professional or adjunct faculty.

It should be noted that a number of the writings deal with more than one category and, therefore, will appear more than once in the bibliography.

ANNOTATED BIBLIOGRAPHY

COLLEGE/UNIVERSITY - ON CAMPUS

Professional - Pre-service

California University, Berkeley. *Final Report on The Second Year of The Cooperative Internship Program For Community College Instructors, 1970-71*. ED072001. Berkeley: California University, School of Education, 1971.

Purpose: This report describes the second year of operation of the Cooperative Internship Program for Community College Instructors (CIP), 1970-71.

Procedure: Pre-service activities covered video-taping and playback, curriculum, methodology, group interaction, and experienced faculty participation. In-service activities included seminars, workshops, an interpersonal learning weekend, and field visits. Program evaluation was based on experienced faculty evaluation of interns, deans of instruction evaluation of interns, student evaluation of interns, intern evaluation of CIP, and the Omnibus Personality Inventory.

Conclusions: Conclusions cover major strengths, and weaknesses of the program, program problems, and recommendations for program development. Tables and appendixed with related program material are included.

Tiemann, Ernest F. Institute For The Preparation of Instructional Development Specialists in Community Colleges of The Southwest. Director's Report. ED073049. Austin: Texas University, Instructional Media Center, 1971.

Purpose: Designed to prepare selected professional personnel from developing community colleges to serve as institutional instructional developers.

Procedure: Thirty-eight participants were involved in general sessions, small groups and independent study, laboratory exercises, and clinical experiences. Site visits were used to enable participants to see the latest techniques and equipment in the institute program.

Conclusions: Evaluation by participants, divided into five committees, resulted in seven significant conclusions.

Gordon, Shirley B., and Whitfield, Raymond P. A Formula For Teacher Preparation. ED 016488. Washington, D.C.: American Association of Junior Colleges, 1967.

Purpose: Guidelines for training instructors especially for junior colleges were proposed at Eastern Washington State College. Instead of favoring the usual recruitment from high schools or university graduate programs, EWSC decided on a method of interinstitutional planning.

Procedure: Community college teachers were invited to join the EWSC summer faculty (1) to teach enough to cover the summer's expenses, (2) to take part in a 2-week workshop devising a curriculum for their future teaching colleagues, and (3) to do advanced study. Twenty-nine present and prospective instructors accepted.

Conclusions: The most important guideline developed was the need for on-campus internships to ensure that the teacher and the unique needs of the college are compatible. Vocational and technical instructors emphasized experience in both teaching and occupational speciality. Without exception, the workshop participants put subject matter competence first and generally agreed that an M.A. Degree was necessary, along with educational breadth. The need for competence in the use of varied instructional techniques and media, for dealing with diverse student abilities, and for effective communication was recognized.

Professional - In-service Pedagogical

Rosen, Sidney M. Training Program For Community College Teachers of Minority and Low-Income Students. ED073050. Honolulu: Hawaii University, School of Social Work. 1971.

Purpose: This training program, developed at the University of Hawaii-Honolulu, was designed for community college teachers of minority and low-income students.

Procedure: The program emphasized the development of positive attitudes by teachers for the low-income and minority student. Intimate contact with low-income and minority families was achieved through a 4-day "live-in" experience. In addition to the "live-in" experience, four basic components comprised the training program: classroom lectures, discussion groups, writing of papers, recapitulating and analyzing the field work, and program evaluation.

Conclusions: Evaluation of the program indicated positive results.

Kentucky University, Lexington. Training Program on Utilization of Closed-Circuit Television in The Community Colleges of Kentucky. Director's Evaluation Report. ED070296. Lexington: Kentucky University. 1972.

Purpose: The primary purpose was to broaden faculty use of instructional television (ITV), to promote interaction between the various faculties, to identify curricula area where television might be most appropriate, to apply new findings in communications and linguistics to the disadvantaged student and to relate these to the medium of television.

Procedure: Basic equipment operation instruction was provided for those unfamiliar with television equipment.

Conclusions: The participants in the program by and large expressed positive interest in ITV. The director felt that the program could have been better publicized and promoted.

California University, Berkeley. Final Report on The Second Year of The Cooperative Internship Program For Community College Instructors, 1970-71. ED072001. Berkeley: California University, School of Education, 1971.

Purpose: This report describes the second year of operation of the Cooperative Internship Program for Community College Instructors (CIP), 1970-71.

Procedure: Emphasis is placed on three phases of activities: placement, pre-service, and in-service. Pre-service activities covered video-taping and playback, curriculum, methodology, group interaction, and experienced faculty participation. In-service activities included seminars, workshops, an interpersonal learning weekend, and field visits. Program evaluation was based on experienced faculty evaluation of interns, deans of instruction evaluation of interns, student evaluation of interns, intern evaluation of CIP, and the Omnibus Personality Inventory.

Conclusions: Conclusions cover major strengths, and weaknesses of the program, program problems, and recommendations for program development. Tables and appendixes with related program material are included.

Oklahoma State Department of Vocational and Technical Education, Stillwater. A Training Program For Vocational and Technical Education Administrators. Final Report (June 1, 1970-June 30, 1971). ED067498. Stillwater: Oklahoma State University. 1971.

Purpose: To update and improve the skills and competencies of vocational and technical education administrators in Oklahoma and provide pre-service education for those aspiring to administrative responsibilities.

Procedure: A series of activities in a flexible inservice training program for 53 persons were conducted during the year, including a 4-week summer institute and university courses during the fall and spring semesters.

Conclusions: Responses to an evaluation questionnaire regarding the accomplishment of program objectives revealed that program goals were generally accomplished and viewed favorably by the participants, although they were not congruent with their personal goals.

Rogers, Charles H. National In-service Training Multiple Institutes For Vocational and Related Personnel in Rural Areas. Final Report. ED064257. Raleigh: North Carolina State University, Center for Occupational Education, 1971.

Purpose: This project provides in-service training to vocational educators and related personnel in order to equip them with competencies required to develop and direct more adequate and relevant programs of vocational education for people in rural areas.

Procedure: The project provided in-service training for 452 participants from 49 states and the District of Columbia. More than 75 consultants were used in seven institutes, which produced 59 varied papers that are included in the final institute reports. Two background documents produced as part of the common training package (The Changing Educational Needs of Rural People and Guide to Innovation in Education) are appended.

Conclusions: Of the 452 participants, 400 prepared plans for utilizing the institute output in their own programs upon returning home. A follow-up of participants indicated that 82 percent of those who responded were able to implement their plans. Numerous plans and recommendations were produced during the institutes which show great promise for improving the quantity and quality of vocational education in rural areas. Based on the immediate and follow-up evaluations of the seven institutes, it is concluded that all of them were at least partially successful in attaining the objectives of the multiple institute project.

Fresno City College, California. Workshop in the Preparation of Measurable Performance Objectives. ED073258. California: Fresno City College, Technical and Industrial Division, 1971.

Purpose: In order to produce measurable performance objectives for every vocational education program in the technical and industrial division at a Fresno community college.

Procedure: An educational consultant led a 4-day workshop for 33 community college instructors. Funded under the Vocational Education Act of 1968 in cooperation with the California Community Colleges and the State Department of Education, this report presents performance objectives developed within each instructor's field. Although each of the 33 instructors was required to prepare the satisfactory measurable performance objectives, only 25 completed these assignments. For each general goal, a desired outcome, a performance criterion, a rationale, and conditions required for performing the objectives are provided. For the specific tasks given to meet each goal, rationales, performance objectives, requirements for task performance, and performance criteria are included. The completed objectives are grouped alphabetically by program topics, ranging from agriculture to police science.

Conclusions: Follow-up work, including task analyses and in-service training, is being planned.

Professional - In-Service Administration

Auburn University, Alabama. Leadership Development Training Program For Administrators of New and Developing Junior Colleges. Final Report. ED057783. Alabama: Auburn University, 1971.

Purpose: Auburn University (Alabama) sponsored a project to bring together persons from several Southeastern states practicing, or aspiring to practice, a particular specialty in junior college education.

Procedure: An in-service and a resident group were served. Sixty persons were involved in the in-service portion that consisted largely of a 2-week conference. The 26 individuals in the resident portion also participated in the 2-week conference, but continued for a year of full-time study at the university structured like an actual or potential junior college career field. Precise objectives specified for the in-service phase were: (1) improve participant competency in his speciality, (2) increase specialist-role awareness in the junior college scheme, (3) create appreciation for the junior college's expanding role, (4) encouraging people knowledgeable about junior colleges to return to them and provide leadership, and (5) prepare some to lead in the development and operation of educational programs for the disadvantaged.

Conclusions: Project organization, planning, and implementation to achieve these objectives are discussed, as well as the evaluation of the outcomes.

Oklahoma State Department of Vocational and Technical Education, Stillwater. A Training Program For Vocational and Technical Education Administrators. Final Report. ED067498. Stillwater: Oklahoma State University, Oklahoma State Department of Vocational and Technical Education, 1971.

Purpose: To update and improve the skills and competencies of vocational and technical education administrators in Oklahoma and provide pre-service education for those aspiring to administrative responsibilities.

Procedure: A series of activities in a flexible in-service training program for 53 persons were conducted during the year, including a 4-week summer institute and university courses during the fall and spring semesters.

Conclusions: Responses to an evaluation questionnaire regarding the accomplishment of program objectives revealed that program goals were generally accomplished and viewed favorably by the participants, although they were not congruent with their personal goals. Eight tables present various data on program evaluation.

COLLEGE/UNIVERSITY - OFF CAMPUS

Professional - Pre-Service

Hackett, Bessie. Pre-service Occupational Program Instructional Competencies. EJ098982. Illinois Career Education Journal, 1974.

Purpose: The competency-based teacher education project titled "Pre-service Occupational Program," at Illinois State University.

Procedure: Normal (behaviorally stated objectives, preassessment of objectives in relation to learners, learning activities, evaluation for competences, process adjustment) can serve as a model for teacher-training institutions to examine existing programs and courses for desired occupational teacher competencies.

Scigliano, John A. and Barton, George M. Practicums: National ED.D. Program for Community College Faculty. and. Nova University National ED.D. Program for Community College Faculty. ED081417. Florida: Nova University, Fort Lauderdale, 1973.

Purpose: The practicum process at Nova University is designed to enable the participants in the Ed.D. Program for Community College Administrators and Faculty to investigate an educational problem at his or her own institution, and to reach conclusions and offer recommendations related to effecting a change at the institution. The primary purpose of this guide is to explain what Nova University expects of the practicum participants and to provide guidelines in the preparation of practicum proposals and the final report.

Procedure: The guide is organized into the following sections: Introduction; What is a Practicum; Selection of Practicum Topics (curriculum development, applied educational research and evaluation, college governance, learning theory and applications, societal factors, or educational policy systems); Examples of Practicum Topics; Joint Practicums (groups of two or three participants); Practicum Proposal (submission, evaluation, format, title page, and check sheet); and Final Practicum Reports (submission, format, title page, evaluation, submission of abstract, style manual, and peer signature sheet).

Professional - In-Service Pedagogical

Hardner, Robert J. and Pratton, Don L. Curriculum Reform Through Behavioral Objectives. EJ026731, 1970.

Purpose: In order to implement behavioral (Performance) objectives at Columbia Basin Community College, Washington.

Procedure: Two professors from Washington State University were asked to conduct a comprehensive in-service training program during the fall of 1969.

Conclusions: This article reviews the rational behind the use of behavioral objectives, analyzes the program phases, and describes the short-term results.

COLLEGE/UNIVERSITY - CORRESPONDENCE/SELF-INSTRUCTION

Professional - In-Service

Wray, Ralph D. An Illinois Curriculum Development--Individualized Progression in Occupational Education. EJ105466. Illinois Career Education Journal, 1974.

Purpose: The self-instructional materials package designed for all occupational teachers, regardless of specialization field, is available on a free-loan basis from Illinois Curriculum Management Center, 1035 Outer Park Drive, Springfield, Illinois.

Professional - In-Service Administration

Evans, Rupert N. and Lockwood, Wayne N. Mail Order In-Service Education. EJ098983. Ilinois Career Education Journal, 1974.

Purpose: A description is given of the development, implementation, and the functional outcome of a revised in-service education correspondence course on leadership development in vocational education, which was offered by the University of Illinois.

Procedure: When used as group study and with invited guidance and administrative personnel, the course was very effective.

COMMUNITY COLLEGE - PROGRAM

Professional - Pre-Service

Gilbert, Marion L. A Study of Community College Teacher-Training Programs in Selected Universities. ED104491. 1971.

Purpose: A means of assessing junior and community college teacher-training programs in the United States.

Procedure: The author visited selected universities in Illinois, Missouri, Texas, Louisiana, Florida, New York, California, and Nebraska in 1971. She also met with State and District Junior College Boards in several states. Most of the information was obtained through visits and interviews. Program descriptions are categorized by state, and provide a very brief overview of the training curricula at particular institutions. There appears to be a strong movement towards emphasis on professional training for community college teachers. Direct community college experience is also encouraged as opposed to the past practice of hiring community college faculty from the ranks of high school teachers. The master's degree was seen to be the minimum requirement for community college teaching, and the ability to teach one or two related fields was determined to be highly desirable.

Conclusions: Recommendations are made for courses that would be beneficial to the aspiring community college instructor as well as useful as guidelines for a community college teacher-training program.

Glenn, John W., Jr. A New Concept in Vocational-Technical Education: The Associate Degree. ED072789. 1973.

Purpose: A 2-year associate degree teacher preparation program is described. It is intended that it will meet current and future pre-service vocational-technical teacher education demands resulting from expanded Federal and State legislation to increase vocational-technical education offerings in grades 9-12 in the State of Tennessee.

Procedure: The program is designed to permit both the pre-service and in-service vocational-technical teachers to pursue their educational development at 2-year post secondary institutions that are within commuting distance of their residential communities. Each student would be individually evaluated for prior work, teaching, and educational experience and be given credit for these experiences. The curriculum consists of three major components totaling 112 to 128 quarter credit hours to fulfill the regional college accreditation association requirements.

Conclusions: The 2-year associate degree program was implemented the spring of 1973 at the State Technical Institute at Memphis.

Essex County College, Newark, N.J. Directors' Evaluations of Urban Instructional Training and Development Institute, Essex County College. ED077910. Newark: Essex County College, 1971.

Purpose: This is a second-year report on a program to train college graduates for community college teaching functions with low-income and urban minority students. Four purposes of the program are listed: a) to help train future community college teachers in innovative teaching styles, b) to raise the level of sensitivity among this potentially professional group, c) to create a human reservoir of talented and experienced community-level teachers who are able to cope with education in the deprived urban environment, and d) to facilitate the graduate education of these teachers.

Procedure: The report indicates that the training towards these goals is incorporated into a three-part program: graduate enrollment in a participating college; participation in a community-oriented program, and placement as assistant teachers at the undergraduate level (including remedial teaching in English and Sci-Math).

Burlington County College, Pemberton, N.J. Development of a College Conducted Faculty Pre-Service Program, 1969-1972. Final Report. ED073747. Pemberton: Burlington County College, 1972.

Purpose: The development of a pre-service training program over a three-year period for faculty at Burlington County College, New Jersey is discussed.

Procedure: Burlington County College, which began operation in the Fall of 1969, emphasizes various modes of instruction, with the long-range goal of facilitating individualized instruction. Summaries of six revisions made to the pre-service program are presented. The objectives, procedures, and evaluations of the 1969, 70, and 71 programs are provided, and a field test made at Ocean County College is described. Following the field test, final revision was made of the pre-service program.

Conclusions: The program not only influenced basic attitudes, but provided new faculty with knowledge and skills needed. The major contributions of the project were as follows: (1) a collection of validated learning objectives for a faculty pre-service program, sequences in a rational fashion, and keyed to materials available to any institution; (2) some very useful instruments--a validated pre-service attitude questionnaire; a validated quiz on those aspects essential to understanding the students in the community college; an annotated bibliography on pre-service and in-service training of community college faculty; and a checklist of items to send to new faculty members prior to their arrival on campus; and (3) a chronological record of the program development.

Iowa Lakes Community College. In-Service Training For Administrators, Faculty, and Students of a Developing Community College. Director's Evaluation Report. ED070761. Estherville: Iowa Lakes Community College, 1971.

Purpose: Iowa Lake Community College conducted a training program to assist participants in reaching a shared understanding of the comprehensive college community.

Procedure: The program also presented new developments in teaching methods, technology, and media. The participants included administrators, faculty members, and students from colleges in the state of Iowa. The program was divided into three phases. The summer phase introduced new developments in teaching methods, technology, and the use of media. The second phase included a tour of four community colleges in Iowa and Washington state. Seminars on Technical Media for Teaching and In-Service Education for Adult Education constituted the third phase of the program.

Conclusions: Three day follow-up training and consultation seminars aimed at staff and organizational development were conducted. Evaluation data are included on all phases of the program. Various changes in attitudes and abilities of the participants are noted.

O'Banion, Terry. Staff Development at Lincoln Trail College. ED103059. Urbana: Illinois University, College of Education, 1974.

Purpose: This report, initiated at the request of the Lincoln Trail College (LTC) faculty, provides a series of recommendations regarding a continuing professional development program specially tailored to meet the needs and characteristics of the staff at LTC.

Procedure: A questionnaire was developed to determine activity relevance and availability, preference toward different formats, and obstacles which might impede participation in staff development activities. Responses of the 43 respondents were tabulated for the entire group and for four subgroups: 16 full-time faculty, 14 part-time faculty, 7 administrators, and 6 support staff.

Conclusions: Program recommendations are then made by subgroup on the basis of responses to the survey. For each cluster a list of activities and resources are presented. This is followed by recommendations for a basic first year program. The program is based on results indicating that not enough time has been allocated for staff development in the past, staff development opportunities are not available in reasonable proximity to LTC, and staff members prefer one-day workshops at LTC offered by outside consultants. Organizational schemes and means for program evaluation are discussed.

Professional - In-Service Administration

Iowa Lakes Community College. In-Service Training For Administrators, Faculty, and Students of a Developing Community College. Director's Evaluation Report. ED070761. Estherville: Iowa Lakes Community College, 1971.

Purpose: Iowa Lake Community College conducted a training program to assist participants in reaching a shared understanding of the comprehensive college community.

Procedure: The program also presented new developments in teaching methods, technology, and media. The participants included administrators, faculty members, and students from colleges in the state of Iowa. The program was divided into three phases. The summer phase introduced new developments in teaching methods, technology, and the use of media. The second phase included a tour of four community colleges in Iowa and Washington state. Seminars on Technical Media for Teaching and In-Service Education for Adult Education constituted the third phase of the program.

Conclusions: Three day follow-up training and consultation seminars aimed at staff and organizational development were conducted. Evaluation data are included on all phases of the program. Various changes in attitude and abilities of the participants are noted.

Adjunct Faculty - In-Service Pedagogical

Andreyka, Robert E. In-Service Education For Part-Time Technical Instructors. EJ036985. Technical Education News, 1971.

Purpose: This research points out the need for training programs to upgrade the knowledge of part-time teachers in regard to educational functions.

COMMUNITY COLLEGE - WORKSHOP/SEMINAR

Professional - Pre-Service

Report Of The Study Made As Part of the Fifth Administrative Teams Institute From Jefferson State Junior College. EDC13650.

Purpose: When Jefferson State Junior College opened in 1965, 49 percent of its faculty were former Alabama Senior College Professors, 41 percent were former secondary school teachers, and 10 percent came from public junior colleges in other states. This variety, plus the special characteristics of the Alabama junior college system, necessitated a comprehensive faculty orientation program.

Procedure: A course in junior college education was organized f[illegible] the faculty, who took the course for credit, audited, or attended certain sessions, in accordance with their background. A practical result of the course was the development of several instructional programs as class projects. Classroom visits were followed by conferences with faculty members. Informal and formal discussion groups served as another means of orientation.

Conclusions: Pre and post-testing in the course showed desirable changes, and the administration noted changes in attitudes of many staff members. Results of a questionnaire administered at the end of the course compared favorably with repsonses of a nationwide survey, and the author concluded that the local retraining and orientation program was basically successful in at least 90 percent of the cases.

Professional - In-Service Pedagogical

Parsons, Michael H. *Staff Development: A Gestalt Paradigm.* Ed092201. 1974.

Purpose: Hagerstown Junior College, Maryland, has had a staff development program for the past five years. The major components have been evaluated, revised, and integrated into a gestalt paradigm--a total institutional thrust designed to insure that the goals of the college meet the challenges presented by the service area.

Procedure: Each component exists to foster specific objectives designed to implement institutional goals. The components are examined in this report.

Jones, Milton O. *In-Service Training For Student Personnel Workers--A Practicum Approach at Clearwater Campus.* ED042449. 1970.

Purpose: The student personnel staff at St. Petersburg Junior College, Clearwater Campus, participated in several in-service training seminars to up-date and improve procedures and techniques for dealing with individual students.

Procedure: A consultant from the University of Florida, and the St. Petersburg Junior College Dean of Student Personnel conducted the seminars. Recent advances in counseling theory and research were discussed and critiques of taped counseling sessions were conducted.

Conclusions: Most participants felt the program had positive results, especially in the areas of self-evaluation and technique improvement.

Dallas County Community College District. The Development of Behavioral Objectives And Instructional Units in Selected Occupational/Technical Courses: A Pilot Project. ED080678. Texas: Dallas County Community College District, Texas Education Agency, Austin, Division of Occupational Research and Development, 1973.

Purpose: A pilot project was initiated in the Dallas County (Texas) Community College District to: (1) introduce the instructional staff to the use of behavioral objectives, (2) provide for the development of instructional capabilities in writing behavioral objectives and in building instructional materials, and (3) assure that the results of the behavioral objectives and instructional packages would achieve the ideal of relating the learning theories and strategies to the specific skill needs of the student and the community.

Procedure: To achieve the project objectives, instructors of technical-occupational and related courses were invited to submit proposals specifying the rationale for selection of the course, the ends to be achieved by participation in the project, and the process for achieving these ends. Proposals receiving a priority rating of "one" were funded, and the instructors of the approved proposals then attended a 2-day workshop in late spring 1972 designed to assist with the formulation of objectives and instructional units. Following the workshop, the instructors developed behavioral objectives and instructional units for their courses, which were field tested in the 1972-73 school year.

Conclusions: A follow-up survey of 37 instructors revealed that the project enabled them to use commercially produced materials more judiciously and facilitated team teaching within and across division lines.

Professional - In-Service - Administration

Parsons, Michael H. Staff Development: A Gestalt Paradigm. ED092201. 1974.

Purpose: Hagerstown Junior College, Maryland, has had a staff development program for the past five years. The major components have been evaluated, revised, and integrated into a gestalt paradigm--a total institutional thrust designed to insure that the goals of the college meet the challenges presented by the service area.

Procedure: Each component exists to foster specific objectives designed to implement institutional goals. The components are examined in this report.

OTHER POST-SECONDARY INSTITUTIONS

Adjunct Faculty - In-Service Pedagogical

Andreyka, Robert E. In-Service Education For Part-Time Technical Instructors. EJ036985. 1971.

Purpose: This research points out the need for training programs to upgrade the knowledge of part-time teachers in regard to educational functions.

RESOURCE CENTER - GRADUATE CENTER/INDUSTRY

Professional - In-Service Pedagogical

Pasadena City College, California. Urban Education Institute. Director's Report. ED077912. California: Pasadena City College, 1971.

Purpose: This is an interim report on the Urban Education Institute, which is designed to provide part-time in-service education for experienced community college personnel.

MODELS - THEORY

Professional - Pre-Service

Collins, Charles C. and Case, Chester H. The On-Site, Programmatic Approach To Staff Development. ED101780. 1974.

Purpose: Developed a model for the induction and professional development of community college staff members.

Procedure: It is designed to serve five clienteles: new and inexperienced faculty, experienced faculty, classified staff, adjunct faculty, and administrators.

Conclusions: The Professional Development Facilitator (PDF) is the most active agent in planning, implementing, and evaluating staff development activities. The PDF holds a staff, not line, position and reports directly to the president while serving in a resource relationship to the entire college staff.

Rutgers, The State University. Technology-Resource Center For Vocational-Technical Education. ED019435. New Brunswick: Rutgers, The State University.

Purpose: A model facility for updating Vocational-Technical teachers, planned in the project "A Vocational Technical Teacher Technology Center--The Development of a Model" (ED 033 522), is described.

Procedure: The center consists of a technology and a resources complex. The technology complex is devoted to updating and enriching the instructional program. The resource complex provides facilities oriented for improving teaching-learning techniques.

Conclusions: A site plan, floor plan, and an outline of architectural considerations are included.

Professional - In-Service Technical

Collins, Charles C. and Case, Chester H. *The On-Site, Programmatic Approach to Staff Development*. ED101780. 1974.

Purpose: Developed a model for the induction and professional development of community college staff members.

Procedure: It is designed to serve five clienteles: new and inexperienced faculty, experienced faculty, classified staff, adjunct faculty and administrators.

Conclusions: The Professional Development Facilitator (PDF) is the most active agent in planning, implementing, and evaluating staff development activities. The PDF holds a staff, not line, position and reports directly to the president while serving in a resource relationship to the entire college staff.

Professional - In-Service Pedagogical

Washington State Board for Community College Education. *Recruiting: Making the Open Door A Reality. A Report On The National Dissemination Project For The Community Colleges*. ED077488. Seattle: Washington State Board for Community College Education, Research and Planning Office.

Purpose: The need for improved support service programs in community colleges is explored.

Procedure: Several suggestions are made relating to new procedures for selecting and training recruiters and further development of "active" rather than "passive" recruiting programs.

Conclusions: A formal and an informal model for interinstitutional cooperation is presented.

Collins, Charles C. The Induction Of Community College Instructors: An Internship Model. ED056684. Berkeley: California University, 1971.

Purpose: To make subject-area specialists into talented instructors in the community college itself.

Procedure: It is designed to serve five clienteles: new and inexperienced faculty, experienced faculty, classified staff, adjunct faculty, and administrators.

Conclusions: The Professional Development Facilitator (PDF) is the most active agent in planning, implementing, and evaluating staff development activities. The PDF holds a staff, not line, position and reports directly to the President while serving in a resource relationship to the entire college staff.

MODELS - WORKING

Professional - In-Service Pedagogical

Lefforge, Orland S. In-Service Training As An Instrument For Change. ED055577. Gainesville: Florida University, Institute of Higher Education, 1971.

Purpose: The objectives to be achieved are: (1) develop a climate for educational innovation, (2) develop individual initiative in professional growth, (3) coordinate training resources, faculty efforts, and college goals, and (4) increase accountability in use of in-service training resources.

Procedure: This plan for improving community college instruction uses an in-service training program as a primary vehicle for change.

Conclusions: These objectives can be achieved only if there is agreement on using in-service training funds for programs with measurable outcomes, finding training with ultimate applicability to student learning, and supporting the instructor in his efforts to seek self-betterment through in-service training. An implementation model based on both program and instructor evaluation is put forth.

Kelly, M. Frances. Professional Development Project for Two-Year College Vocational and Technical Faculty. ED029133. Buffalo: State University of New York, Department of Higher Education, 1968.

Purpose: To develop a model designed to expose the new community college faculty member to the essential components of community college teaching.

Procedure: (1) to aid an individual to be aware of himself as a teacher and as a participant in the 2-year college environment as well as in the larger community, (2) to identify the various roles of faculty members, and (3) to ease the transition of the individual from his former work role to the role of the faculty member in a community college. The content of the model was developed around these three general areas of concern, and was generated by utilizing both recently employed 2-year faculty and veteran faculty as consultants.

Conclusions: It is characteristic of this model that while the content is structured and was identified by consensus, the technique by which content is to be presented is left to the discretion of the individual leader.

RESEARCH - NEEDS

Professional - Pre-Service

Cohen, Edward. Faculty for Teaching - Learning: Proposed New Graduate Centers for the Systematic Preparation of Community College Teachers. ED038133. 1970.

Purpose: This study has three major purposes: (1) to design the educational specifications for a program to train junior college instructors; (2) to outline the academic requirements for such a program; and (3) to suggest the establishment of centers where this type of program could be carried out.

Procedure: The proposed graduate centers would provide leadership for the entire junior college movement and would encourage a spirit of experimentation in both the organizational and operational aspects of the movement.

Conclusions: The author discussed in-service and pre-service programs for instructors at the centers; special problems related to staffing the programs for career and occupational students; and the variety of services that could be offered to community colleges by the centers.

Pass, George Byron. Implications of the Role of the Junior College Teacher For Programs of Pre-Service and In-Service Education. ED029265. Alabama: Alabama University, 1968.

Purpose: This study investigated the role of junior college teachers and sought implications for programs of preservice and inservice education.

Procedure: Data came from a literature review and from seven academic deans and 91 teachers in seven Alabama public junior colleges.

Conclusions: These were among the conclusions reached: (1) since faculty are involved in planning and implementing junior college programs, preservice and inservice education should be geared to prepare them for this vital function; (2) preservice and inservice education should stress the nature of a junior college and the ramifications of the open-door admission policy; (3) consultants, conferences, workshops, interschool visitations, institutional research activities, and possibly community involvement, should be used.

Jensen, Mary F. The Preparation Of Faculty For The Implementation Of Innovations In Curriculum And Instruction: Guidelines For Orientation And In-Service Education Programs. ED031221. 1969.

Purpose: Growth of colleges, varying faculty experience, and program and student body diversity have accentuated the need for sound faculty orientation and in-service programs, especially where innovation, development, and use of new instructional media are stressed.

Procedure: Interviewed 11 faculty members at three colleges.

Conclusions: The author has prepared 23 guidelines, for single or combined use.

Martin, Delbert William. Elements in the Preparation of Community College Instructors in Colorado. ED089296. Colorado: Colorado State University, 1973.

Purpose: The primary purpose of this study was to determine which elements were most appropriate for inclusion in programs for the professional preparation of community college teachers in Colorado, and which elements were unique to the community college and could not be effectively treated in core courses for different levels of teacher education.

Procedure: The population for this study was limited to full-time instructors and division directors in each of the fifteen campuses of the twelve community colleges.

Conclusions: There were three major findings: that three elements, "history and development of the community college," "philosophy and functions of the community college," and "implications of the open-door concept," are unique to the two-year college and should be treated in core courses designed specifically for community college instructors; that the remaining 32 elements identified in the study were not considered unique to the community college and could be effectively treated in core courses for different levels of teacher education; and that 50 percent or more of all the respondents strongly recommended each of the 35 elements for inclusion in teacher preparation programs.

Professional - In-Service Technical

Banter, S. T. Trade and Technical Teacher's Opinions on In-Service Education. ED016044. Pennsylvania: Pennsylvania State University, University Park, College of Education, 1964.

Purpose: Three hypotheses concerning the in-service education activities of technical and industrial teachers and supervisors in professional and subject matter areas were tested--(1) technical and industrial teachers do participate in in-service education, (2) individual experiences and characteristics do not influence the teacher's opinion of such education, and (3) teachers and supervisors believe that more subject matter in-service education is necessary.

Procedure: A list containing 22 professional in-service activities and 22 subject matter activities was checked by 91 administrators and 285 teachers as to their past participation and willingness to participate.

Conclusions: Some conclusions were--(1) teachers participated in as much professional as subject matter in-service education, and (2) experience and preparation had more effect on their preferences in professional in-service education than in subject matter in-service education. The recommendations were--(1) in-service education activities in both professional and subject matter categories should be increased, (2) teachers should be involved in choosing, planning, and executing their in-service education activities, and (3) planning of in-service education should be cognizant of the personal experiences of teachers and their effect on the program.

Professional - In-Service Pedagogical

Schultz, Raymond E. Low Turnover Creates Staff Development Problems. EJ070208. 1973.

Purpose: Because there are few opportunities for community college teachers to move to other institutions as a result of stabilized enrollments, efforts must be made to maintain their professional vitality.

Pass, George Byron. Implications of the Role of the Junior College Teacher for Programs of Pre-Service and In-Service Education. ED029265. Alabama: Alabama University, 1968.

Purpose: This study investigated the role of junior college teachers and sought implications for programs of preservice and in-service education.

Procedure: Data came from a literature review and from seven academic deans and 91 teachers in seven Alabama public junior colleges.

Conclusions: These were among the conclusions reached: (1) since faculty are involved in planning and implementing junior college programs, pre-service and in-service education should be geared to prepare them for this vital function; (2) pre-service and in-service education should stress the nature of a junior college and the ramifications of the open-door admission policy; (4) consultants, conferences, workshops interschool visitations, institutional research activities, and possibly community involvement, should be used.

Jensen, Mary E. The Preparation of Faculty for the Implementation of Innovations in Curriculum and Instruction: Guidelines for Orientation and In-Service Education Programs. ED031221. 1969.

Purpose: Growth of colleges, varying faculty experience, and program and student body diversity have accentuated the need for sound faculty orientation and in-service programs, especially where innovation, development, and use of new instructional media are stressed.

Procedure: Interviewed 11 faculty members at three colleges.

Conclusions: The author has prepared 23 guidelines, for single or combined use.

Chronister, Jay L. In-Service Training For Two-Year College Faculty and Staff: The Role of the Graduate Institutions. ED044093. Charlottesville: Virginia University, School of Education, 1970.

Purpose: To assess the adequacy, as well as availability, of in-service professional development activities for staffs of 2-year institutions.

Procedure: The American Association of Junior Colleges undertook a survey of 228 junior college administrators.

Conclusions: The results indicated that there was a critical need for in-service programs at or near the 2-year institutions. Graduate institutions must cooperate with the 2-year institutions in planning such programs. Approaches to provide these programs must be developed, evaluated, and implemented. The programs should carry some kind of graduate recognition which will be applicable to an advanced degree.

Haskew, Laurence D. Education Professors As Intermediaries. ED099090. Virginia, 1974.

Purpose: The central issue discussed in this paper is the pressing need for specialized in-service and pre-service graduate training for community college instructors.

Procedure: It is proposed that the large majority of successful in-service and pre-service self development programs now in existence in comprehensive universities are not due to the foresight or leadership of a Graduate School of Education or Graduate Division, but in actuality are the result of the efforts of individual professors of higher education who are community college specialists.

Conclusions: Political guidelines for generating interest and support among graduate departments and divisions for the initiation of such programs within the political and bureaucratic framework of the university are presented.

RESEARCH - CURRENT PRACTICES

Professional - Pre-Service

Defore, Jesse J. Technology Education Comments. EJ071279. 1972.

Purpose: Describes a graduate program for teacher preparation with emphasis placed on advanced study of a teaching specialty and study of the institutions and processes of technical education.

Smith, Richard R. A Program Design: The Cooperation of Institutes of Higher Education in Support of a Master of Arts Program in Community College Education. ED089827. 1974.

Purpose: This paper indicates a need for preparation programs for two-year college instructors and cites articles from "The Chronicle of Higher Education" concerning this topic.

Procedure: Surveys by Prihoda and Smolich are cited which evaluate existing programs for the preparation of two-year college teachers.

Conclusions: Future directions of the preparatory program and advisory council roles are discussed.

California University. Community College Faculty Development.
ED081411. Los Angeles: California University, 1973.

Purpose: This review offers an overview of community and junior college teacher preparation, emphasizing special and different types of programs that have been operated or proposed.

Procedure: The types of programs discussed are pre-service teacher education programs, in-service training and programs, and programs to prepare teachers to work with the disadvantaged student.

Conclusions: The bibliography for the review is comprised of pertinent ERIC documents (1966 to present), books, and journal articles.

National Advisory Council on Education Professions Development, Washington, D.C. People for the People's College. Community-Junior College Staff Development. Priorities for the 70's. ED066432. Washington, D.C.: National Advisory Council on Education Professions Development, 1971.

Purpose: Describes the special characteristics of the community junior college, its students, and its staff.

Procedure: Major current efforts in pre-service and in-service program planning and recommended programs designed to meet the various needs of staff are outlined.

Conclusions: Two recommendations provide a framework for further suggestions in the areas of pre-service and in-service programs. These recommendations suggest that priority be given to the development of creative and well designed pre-service and in-service programs and that in these programs, priority should be given to staff development which helps serve the special needs of socioeconomically and educationally disadvantaged students.

Ellerbrook, W. L. Pre-Service and In-Service Training of Junior College Teachers. ED026983. 1968.

Purpose: This document combines two papers--one on pre-service, one on in-service training of junior college teachers.

Procedure: Of the 20 state-supported senior colleges and universities (out of 22 queried) that had graduate programs, 16 had programs for junior college teachers. On in-service training, a questionnaire to the presidents of 39 public junior colleges brought 31 usable replies.

Conclusions: The programs varied greatly: none had courses in adolescent psychology, many had administration courses, some taught both senior and junior college teaching, two led to a master's degree in teaching, one provided post-master's work, one led to an Ed.D., several gave a master's in subject matter, one offered an internship ($3150) in selected junior colleges. Twenty-one said they had an in-service program; 26 had a faculty handbook.

Martin, Delbert William. Elements in the Preparation of Community College Instructors in Colorado. ED089296. Colorado: Colorado State University, 1973.

Purpose: The primary purpose of this study was to determine which elements were most appropriate for inclusion in programs for the professional preparation of community college teachers in Colorado and which elements were unique to the community college and could not be effectively treated in core courses for different levels of teacher education.

Procedure: The population for this study was limited to full-time instructors and division directors in each of the fifteen campuses of the twelve community colleges.

Conclusions: There were three major findings: That three elements, "history and development of the community college," "philosophy and functions of the community college," and "implications of the open-door concept," are unique to the two-year college and should be treated in core courses designed specifically for community college instructors; that the remaining 32 elements identified in the study were not considered unique to the community college and could be effectively treated in core courses for different levels of teacher education; and that 50 percent or more of all the respondents strongly recommended each of the 35 elements for inclusion in teacher preparation programs.

Professional - In-Service Pedagogical

Gutcher, G. Dale and Willis, George E. A Survey of Post-Secondary Vocational-Technical Teachers in Texas. ED062533. Texas: Texas A and M University, College Station, College of Education. 1972.

Purpose: To determine the educational background and needs of vocational teachers in Texas junior colleges, and to ascertain their interest in further professional development.

Procedure: A statewide survey was conducted by the newly-established Office of Technical Assistance Programs at Texas A and M University.

Conclusions: The responses indicate that the typical vocational educator in Texas junior colleges has at least a bachelor's degree and 5 years experience directly related to the area in which he teaches.

Short-range goals and a long-range statewide plan are provided to improve educational opportunities for vocational teachers.

American Association of Junior Colleges, Washington, D.C., Faculty Development Project. In-Service Training for Two-Year College Faculty and Staff; A Survey of Junior and Community College Administrators. ED034519. Washington, D.C.: American Association of Junior Colleges, Faculty Development Project, 1969.

Purpose: To discover what in-service and other job-related programs now exist to encourage and help working teachers and to assess the availability and adequacy of continuing professional training.

Procedure: Presidents of AAJC member colleges were asked to describe their own school's needs, and to compare them against the known national supply.

Conclusions: For each course area, data are given on existing and planned in-service training for college faculty and staff. Each section of the study has detailed and summary data on the national results.

Ellerbrook, W. L. Pre-Service and In-Service Training of Junior College Teachers. ED026983. 1968.

Purpose: This document combines two papers--one on pre-service, one on in-service training of junior college teachers.

Procedure: Of the 20 state-supported senior colleges and universities (out of 22 queried) that had graduate programs, 16 had programs for junior college teachers. On in-service training, a questionnaire to the presidents of 39 public junior colleges brought 31 usable replies.

Conclusions: The programs varied greatly: none had courses in adolescent psychology, many had administration courses, some taught both senior and junior college teaching, two led to a master's degree in teaching, one provided post-master's work, one led to an Ed.D., several gave a master's in subject matter, one offered an internship ($3150) in selected junior colleges. Twenty-one said they had an in-service program; 26 had a faculty handbook.

Professional - In-Service Administration

National Advisory Council on Educational Professions Development. People for the People's College. Community-Junior College Staff Development. Priorities for the 70's. ED066432. Washington, D.C.: National Advisory Council on Education Professions Development, 1971.

Purpose: Describes the special characteristics of the community junior college, its students, and its staff.

Procedure: Major current efforts in pre-service and in-service program planning and recommended programs designed to meet the various needs of staff are outlined.

Conclusions: Two major recommendations provide a framework for further suggestions in the areas of pre-service and in-service programs. These recommendations suggest that priority be given to the development of creative and well designed pre-service and in-service programs and that in these programs, priority should be given to staff development which helps serve the special needs of socio-economically and educationally disadvantaged students.

Quint, Louis. A Proposed Program of Supervision of Instruction in Public Junior Colleges. ED014278. Sacramento: American River Junior Colleges, Sacramento, California, 1965.

Purpose: Analyzing current practices in supervision of instruction and for developing a proposed program for such supervision.

Procedure: Questionnaire responses from 37 junior colleges were used as a basis.

Conclusions: The findings indicate a need for further study in (1) the role of division chairmen, (2) the method of selecting faculty-administration committees, (3) in-service education programs, and (4) methods of evaluation of instruction. In his proposed program for supervision of instruction, the author gives attention to the rationale for such a program, guidelines, board policy statements, organizational charts, faculty-administration committees, in-service education, orientation of new faculty, faculty observation and research, technical aids to instruction, classroom observation, and evaluation of instruction.

Adjunct Faculty - Pre-Service

Bender, Louis W. and Breuder, Robert L. Part-Time Teachers - "Step Children" of the Community College. EJ079209. 1973.

Procedure: A survey of community colleges.

Conclusions: Few support services were available for part-time faculty and appropriate plans for selecting, orienting, training, servicing, and supervising them had to be made.

RESEARCH - COMPETENCIES

Professional - In-Service Pedagogical

Bergquist, William H. and Phillips. Steven R. A Handbook for Faculty Development. Washington, D.C.: The Council for the Advancement of Small Colleges, 1975.

Purpose: This handbook describes faculty development in the art and craft of teaching. The handbook is designed to assist this approach to the improvement of teaching and learning by presenting both theoretical guidelines and practical suggestions for actually doing faculty development.

Procedure: The first section of the handbook presents a brief overview of faculty development. Sections on instructional, organizational, and personal development form the major parts of the book. Each of the sections contains separate chapters on such issues as classroom observation and diagnosis, decision-making, and helping skills. A final section suggests a number of ways colleges can develop and sustain their own faculty development programs.

Professional - In-Service Administration

Eads, Freeman D. Vocational-Technical Component of the Pre-Service Curriculum for Community College Administrators. ED073323. 1973.

Purpose: To assess the opinions of chairmen of educational administration departments from selected 4-year public and private institutions of higher education as to the status of the vocational-technical related component of their pre-service curriculum for community college administrators.

Procedure: Survey involving some 45 department chairmen and utilizing questionnaires was conducted.

Conclusions: Findings revealed that: (1) Departments of educational administrations having such programs vary in size, program structure, and the number of students served, (2) All of the departments include some vocational-technical related task competencies in their pre-service curriculum, however, (3) Although many departments offer special courses, general educational administration courses still form the basic framework, and (4) In regard to the 25 tasks identified, there seems to be a disagreement between the findings of this study and literature written on the subject. Persons surveyed were split on the issue of its importance while the literature cites it as a priority.

AN ANNOTATED BIBLIOGRAPHY OF ERIC DOCUMENTS ON STAFF DEVELOPMENT FOR POST-SECONDARY VOCATIONAL AND TECHNICAL PROGRAMS

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA, LOS ANGELES 90024
96 Powell Library Building
January 1976

I. OVERVIEW OF FACULTY DEVELOPMENT

Cohen, Arthur M., Ed. "Toward a Professional Faculty." New Directions for Community Colleges, 1 (1). San Francisco: Jossey-Bass, Spring 1973 ($5.00).

This report focuses on the professional status of the community college faculty as a collective whole by examining the factors which enhance or retard their professionalization. Topics include administrator-faculty relationships, faculty organizations, collective bargaining, patterns of preparation and inservice training, methods of selecting deans and presidents, and faculty participation in decision-making. A review of additional pertinent literature and a bibliography are also provided. Contributors include: Thelma Altshuler, Terry O'Banion, Gene L. Schwilck, Warren B. Martin, Carol Zion, Connie Sutton, Gregory L. Goodwin, Ray A. Howe, Florence B. Brawer.

Peterson, Roland L. Review and Synthesis of Research in Vocational Teacher Education. Columbus: Ohio State University, Center for Vocational and Technical Education, 1973. 51 pp. ED 087 898.

The document reviews research reports, journal articles, abstracts, and other publications that are primarily research efforts in vocational teacher education, with the hope that areas of weakness and potential for future research will be revealed. Three areas are focused upon: (1) competencies and recruitment; (2) teacher preparation programs for vocational teachers, including preservice and inservice programs and guidance for prospective teachers; and (3) evaluation of vocational teacher education programs. Each section includes a brief summary, conclusions and implications section and a final summary reemphasizes the key findings of the whole review. Nine crucial areas are identified which merit further attention from researchers interested in vocational teacher education. A fourteen-page bibliography completes the document.

II. PRESERVICE FACULTY PREPARATION

Brawer, Florence B. Community College Teacher Preparation: Past, Present, Future. Paper presented at the American Association for Higher Education Conference, Chicago, Illinois, 1973. 12 pp. ED 071 661.

In the past, people who taught in community colleges had been prepared in one of three ways: (1) a degree and experience in secondary school; (2) master's degrees in typical academic programs; and (3) for vocational-technical programs, experience in a certain occupation and a little training in pedagogy. Forms of teacher preparation today are roughly the same. Few community college teacher preparation programs offer an adequate core of planned experiences, and too little attention is paid to the literature in post-secondary education. Internships, particularly paid ones, in junior/community college teaching, valuable training experiences, have suffered from the cutbacks prevalent today. But inservice programs and other teacher developmental programs are increasing. Credentialing is usually left to either universities or State boards of education and is often haphazard. The master's remains the most common degree for community college teaching personnel. The Doctor of Arts in Teaching has recently been introduced as an alternative to the ordinary doctorate. No radical change in teacher preparation or credentialing is anticipated. But it is hoped that greater selectivity and consideration of personality factors will mark future teacher preparation programs. Teacher preparation courses will probably improve, due to more literature on the subject. It is hoped teacher selection and preparation may someday emphasize development of the whole person as the best way to prepare good teachers.

Feirer, John L. and Lindbeck, John R. Development of Junior/Community College Curricula for Future Teachers of Industrial Education. Interim Report. Unpublished paper. 1970. 580 pp. ED 039 884.

The current and projected shortage of qualified industrial education teachers threatens the continued growth of technical programs in the community junior colleges. As a result, this study of current teacher preparation programs in six states was begun. An analysis of catalogs of all public junior and senior colleges in California, Florida, Illinois, Michigan, New York, and Texas reveals the kind of courses currently offered that might be useful in such preparation. A survey of current research and of the responses to questionnaires by administrators, counselors, department heads, and transfer students reveals the interface between junior college programs and those at the senior institutions. Finally, a Work-Study Conference of individuals with experience in this field developed a Guideline Bulletin (see appendix) that discusses the teacher shortage problem, facilitation of transfer, current and future institutional requirements, and problems faced by the transfer student. Concurrently developed are two teacher preparation programs that emphasize the interface between the junior college and the senior institution: (1) the Partnership Program, designed for students who have already decided to become industrial education teachers even before entering the junior college; and (2) the Pyramid Program, designed for those who decide to teach while in junior college or before entering a transfer institution. A comprehensive bibliography is included.

Feirer, John L. and Lindbeck, John R. Development of Junior/Community College Curricula for Future Teachers of Industrial Education. Kalamazoo: Western Michigan University, 1971. 79 pp. ED 058 867.

This report discusses the third year effort of a federally funded program to study the development and implementation of a variety of cooperative arrangements between junior colleges and senior institutions regarding industrial teacher preparation. Three major activities were completed in the first two years of the program: (1) the study of present technical offerings in junior colleges in six selected states; (2) a survey of problems of articulation between junior colleges and senior institutions; and (3) a review of all research relating to technical programs in junior colleges and industrial teacher preparation programs. The principal aims of the third year were: (1) survey 29 additional states not previously covered to determine guideline bulletin value for giving industrial teacher education programs direction; (2) establish four to six pilot centers in which guideline recommendations would be implemented; (3) develop a junior college counselor handbook; (4) develop a model industrial education transfer guide for junior college students; (5) publicize a guideline bulletin titled, "Partners in Industrial Technical Teacher Education"; and (6) stimulate interest in developing occupational education master plans. Included as appendices are copies of the "Handbook" and "Guide."

Hill, Charles R. and Tolle, D. J. Making Teacher Education Relevant: Community College Cooperative Internship Program. Missouri: Saint Louis Junior College District and Carbondale: Southern Illinois University, 1971. 154 pp. ED 054 769.

This is a report and evaluation of a Ford Foundation-funded 5-year project to help prepare more effective teachers for 2-year post-high school occupational programs. It was conducted jointly by the Junior College District of St. Louis-St. Louis County and Southern Illinois University from July 1, 1966 to June 30, 1971. The primary goal of the Ford Project Community College Cooperative Internship Program for the preparation of teachers was to help increase the supply of more effective teachers and to help them gain a better understanding of the comprehensive community college. Interns had teaching responsibilities, took part in faculty and staff meetings, interviewed junior college faculty and attended two seminars at the university. The program was evaluated by administrators, faculty, and students as a very effective and worthwhile experience.

Johnson, C. D. An Internship Program for Technical Vocational Teachers in Post-Secondary Schools. Final Report. Texas: University of Houston, College of Technology, 1973. 32 pp. ED 080 755.

This report describes a project to develop an internship program for prospective technical and vocational community college teachers providing both requisite teaching skills and work experience through actual classroom exposure, while allowing an on-the-job evaluation of the prospective teachers. To develop the program, a pilot internship project was conducted in the 1972-1973 school year by the University of Houston and seven area community colleges. Specific requirements for a working internship program as well as the pilot project structure are presented in the report. Program evaluation was made by the participating colleges and by the internship students. Both unanimously approved the program as valuable to the prospective teacher and to the college in which the internship occurs. For the intern the program provides an opportunity to observe an experienced teacher and to apply classroom instruction models, while benefiting the college by helping the college instructor. It was concluded that an internship program should be established as a regular part of the Texas educational system. A second pilot project was recommended for the 1973-1974 school year to complete development of the internship program.

Sugarman, Michael N., and Others. Teaching Technical Education: A Model for the Preparation of Instructors for Post-Secondary Technical Education. Ohio: University of Akron, College of Education, 1973. 198 pp. ED 085 502.

The book consists of two equal parts. Part I is twelve selected papers on teaching technical education prepared for Education Professions Development Act (EPDA) Project 72042. Among topics covered are disadvantaged college students, adult learning, behavioral objectives, individualized instruction, curriculum development, brainstorming, grading, evaluation, and administration. The second part presents a model developed for the project which could be disseminated to teacher training institutions and integrated into the State-wide program of teacher education as needed. The training model was divided into two phases: first, an intensive three-week course of study in 22 topic areas; second, two weekend follow-up seminars to provide assistance to new instructors, to reinforce their skills, and to obtain feedback. Appendixes include an evaluation and documents connected with the program.

III. INSERVICE FACULTY DEVELOPMENT

Beasley, Gary and Smiley, James. Occupational Experience for Vocational Education Teachers: A Handbook for Teacher Educators. Columbus: Ohio State University, Center for Vocational and Technical Education, 1971. 32 pp. ED 060 174.

New avenues and arrangements must be found for improving the occupational competency of teachers in order to meet the demand for skilled and recently-trained workers. Thus, this publication was designed to help teacher educators develop cooperative programs with industry so they may provide occupational experience programs for present and prospective teachers. The compact nature of the review and organization into guideline format should provide a ready reference for the practitioner seeking to develop and improve occupational experience programs for teachings in his college or university. Special attention was directed toward a review of existing programs, the development of guidelines for future program development, areas of concern, and alternative approaches.

How to Individualize Instruction Through Program Development. Final Report. Sacramento, Calif.: American River Junior College, 1972. 78 pp. ED 091 012.

The major objectives of this project were to assist selected vocational educators to develop instructional materials based upon the behavioral objectives of each course, to individualize instruction and develop resource materials to guide other educators. To accomplish these objectives, four workshops were conducted for technical/vocational educators. Summaries are provided of the participants' evaluation of the workshops. General comments of the educators indicated an appreciation for the opportunity to learn about and develop individualized instructional packages. (Appendixes provide the Planning Letter, Criteria for Selection of Participants, Lists of Participants, Evaluation Questionnaires, and Statistical Data.)

Roberts, Churchill L. and Becker, Samuel L. Communication and Teaching Effectiveness--A Quantitative Study of Verbal and Nonverbal Communication in Vocational Education Programs in the State of Florida. Final Report. Pensacola: University of West Florida, 1973. 200 pp. ED 096 708.

The vocational education teacher was the focus of this study designed to gain a better understanding of how communication relates to teaching effectiveness in a vocational setting. Teaching effectiveness was defined in terms of four criteria: supervisor evaluations of teachers, student evaluations of teachers, absentee rate, and drop rate. The teachers who served as subjects for the study came from a number of industrial education programs located in Florida secondary schools, vocational-technical centers, and community colleges. Two trained observers spent two days with each teacher recording his behavior and the behavior of his students. Underscoring the importance of communication skills, this study showed that there were identifiable differences in behavior among teachers categorized according to supervisor and/or student ratings. The "best" teachers were very dynamic, had superior delivery skills, spent a great amount of time in direct contact with their students, and created a pleasant social-emotional environment through the use of positive reinforcement and banter. Seven recommendations were made for vocational education on the basis of the findings in this study.

Sexton, Carl N. Inservice Work Experience Internship Program for Occupational Education Teachers. Final Report. Charleston: Eastern Illinois University, Department of Health Education, 1974. 110 pp. ED 097 461.

Teachers of occupational education need to be continually updated to be aware of the technical changes taking place within occupations in their area of specialization if they are to make occupational training situations more like the real job. The objective of the study is the development and implementation of a system of inservice work experience for teachers. The unique characteristic of the study was the releasing of teachers from regular teaching duties for a minimum of 40 hours. Twelve teachers, representing all occupational areas, participated and individualized programs of personal development were established with the cooperation of the teacher-participants, academic advisors, and business/industrial personnel. An overview of the problem, related studies, procedures, and implementation are dealt with in detail. A model for the development of an inservice work experience program is described in the final chapter. A five-page bibliography and 37-page appendix including project materials, evaluation forms, and participant responses conclude the document.

Ward, William G. A Review of Literature and Research on In-Service Training for Teachers with Emphasis on Vocational and Technical Teachers. Stillwater: Oklahoma State Department of Vocational and Technical Education, Division on Research, Planning, and Evaluation, 1972. 27 pp. ED 073 244.

The purpose of this paper was to review recent literature and research on inservice literature and research on inservice training for vocational education teachers and to draw from that synthesis, elements influencing inservice training. Topics reviewed included: (1) Historical Overview, (2) Theoretical Framework, (3) Recent Programs, (4) Innovative Techniques, (5) Some Problems and Solutions, (6) Planning, and (7) Evaluation Systems. Some conclusions from the review were: (1) The entire process of inservice education is not routinized, (2) Teacher autonomy is a major issue in inservice training, (3) Educators are relying more on electronic equipment for inservice training, (4) Planning and evaluation systems are inadequate, and (5) The problems of who decides what should be taught still faces educators today. It was recommended that state-wide systems of planning and evaluation be developed and that the problem, who decides what should be taught, be investigated.

These ERIC documents are available on microfiche (MF) or in hard copy (paper copy) from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. The MF price for each title cited here is $.76. Hard copy prices are: 1-25 pages, $1.58; 26-50 pages, $1.95; 51-75 pages, $3.32; 76-100 pages, $4.43; for documents over 100 pages, add $1.27 for each 25 page increment (or fraction thereof). Postage must be added to all orders: $.20 for up to 60 MF, $.09 for each additional 60 fiche; $.20 for first 60 pages of hard copy, $.09 for each additional 60 pages.

BIBLIOGRAPHY

IMPROVING AND EVALUATING INSTRUCTION

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

Association for Student Teaching. Mental Health and Teacher Education (46th Yearbook), NEA and Teacher Education, 1967.

Barr, A. S. et. al. Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness: A Summary of Investigations.

Barton, Allen H. Studying the Effects of College Education: A Methodological Examination of Changing Values in College. New Haven: The Edward W. Haren Foundation, 1959.

Biddle, B. J. and Ellena, W. J. (eds.). Contemporary Research on Teacher Effectiveness. Holt, Rinehart, Winston, 1964.

Bower, E. M. and Hollister, W. G. Behavioral Science Frontiers in Education. Wiley, 1967.

Bradford, L. P. (ed.). Human Forces in Teaching and Learning. (No. 3 in selected readings series of National Training Laboratories, NEA, 1961).

Cantor, N. The Dynamics of Learning. Foster and Stewar, 1946.

Caro, Francis G. (ed.). Readings in Evaluation Research. New York: Russell Sage Foundation, 1971.

Carpenter, F. and Hadden, E. E. Effects of Liked and Disliked Teachers on Student Behavior. (Cooperative Research Project No. 2450). The University of Michigan, 1966.

Cohen, A. M. and Brawer, F. B. Measuring Faculty Performance. ERIC Clearinghouse for Junior Colleges, Monograph 4. Washington, D.C.: American Association for Junior Colleges, 1969.

Combs, A. W. The Professional Education of Teachers: A Perceptual View of Teacher Education. Allyn and Bacon, 1965.

Contemporary Concepts in Vocational Education. First Annual Yearbook. New York: American Vocational Association, 1971

Dressel, Paul L. and Mayhew, Lewis B. General Education: Explorations in Evaluation. Washington, D.C.: American Council on Education, 1959.

Elbe, Kenneth E. Professors as Teachers. Jossey-Bass, 1972.

Ericksen, Stanford C. Motivation for Learning: A Guide for the Teacher of the Young Adult. The University of Michigan, 1974.

Flanders, Ned A. Analyzing Teacher Behavior. Addison-Wesley, 1970.

Fox, R., Luszki, M. D., and Schmuck, R. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, Inc., 1966.

Gorman, A. H. Teachers and Learners: The Interactive Process of Education. Allyn and Bacon, 1969.

Johnsen, B. L. Islands of Innovation Expanding. Beverly Hills: Glencoe Press, 1969.

Lee, Calvin B. T. (ed.). Improving College Teaching. American Council on Education, 1967.

Mann, Richard, et. al. The College Classroom: Conflict, Change and Learning. Wiley, 1970.

Miller, Richard I. Evaluating Faculty Performance. Jossey-Bass, 1972.

Milton, Ohmer. Alternatives to the Traditional: How Professors Teach and How Students Learn. Jossey-Bass, 1972.

Moustakas, Clark E. The Alive and Growing Teacher. Philosophical Library, 1959.

McKeachie, W. J. Teaching Tips. Wahr, 1956.

National Society for the Study of Education. The Dynamics of Instructional Groups: Sociopsychological Aspects of Teaching and Learning. (1962 Yearbook, Part III).

Parker, J. C. and Rubin, L. J. Process as Content: Curriculum Design and the Application of Knowledge. Rand McNally, 1966.

Rogers, Carl R. Freedom to Learn. Merrill, 1969.

Runkel, P., Harrison, R., and Runkel, M. (eds.). The Changing College Classroom: Innovations in Teaching.

Ryans, D. G. Characteristics of Teachers: Their Description, Comparison and Appraisal. American Council on Education, 1960.

Sanford, Nevitt (ed.). The American College: A Psychological and Social Interpretation of the Higher Learning. Wiley, 1962.

Siegel, Lawrence (ed.). Instruction: Some Contemporary Viewpoints. Chandler, 1967.

Solomon, D., Bezdek, W. E., Rosenberg, L. Teaching Styles and Learning. Center for the Study of Liberal Education for Adults, 1963.

BIBLIOGRAPHY

HUMAN RELATIONS

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

Bales, R. F. Interaction Process Analysis. Cambridge, Massachusetts: Addison-Wesley, 1950.

Benne, K. D., Muntyan, B. Human Relations in Curriculum Change. Dyrden, 1951.

Bennis, W. G. et. al. Interpersonal Dynamics: Essays and Readings on Human Interaction. Dorsey, 1964.

Bennis, W. G. et. al. Interpersonal Dynamics. Homewood, Illinois: Dorsey Press, 1973.

Berne, Eric. Games People Play: The Psychology of Human Relationships. New York: Grove Press, 1964.

Berrien, Frederick and Kenneth, Wendell H. Human Relations. 2nd ed. New York: Harper and Row, 1957.

Cartwright, D. "Achieving Change in People: Some Applications of Group Dynamics Theory," Human Relations, 1951, 4, 381-392.

Etzron, A. "Man and Society: The Inauthentic Condition," Human Relations, 1969, 22, 325-332.

Luft, J. Of Human Interaction. National Press, 1970.

Malamud, Daniel I. Teaching a Human Relations Workshop (Notes and Essays on Education for Adults, No. 10), Center for the Study of Liberal Education for Adults, 1955.

Mann, John. Learning to Be: The Education of Human Potential. Free Press, 1972.

Muaglia, J. "Human Relations Training: A Critical Examination of On-the-Job Effects," Training and Development Journal, 1966, 20 (8), 18-27.

Otto, Herbert A. Group Methods Designed to Actualize Human Potential: A Handbook. Stone-Brandel Center, 1967.

Rachham, N., Honey, P., Colbert, M. J. (eds.). Developing Interactive Skills. Northampton, England: Wellens, 1971.

Ryan, T. A. Intentional Behavior: An Approach to Human Motivation. Ronald Press, 1970.

Weschler, I. and Schein, E. (eds.). Issues in Human Relations Training. Arlington, Virginia: NTL, 1962.

BIBLIOGRAPHY

PROBLEM-SOLVING

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

Barthoff, Ann E. "From Problem-Solving to a Theory of Imagination," CE, XXII (October, 1971), 237-242.

Fox, R., Luszki, M. B., and Schmuck, R. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, Inc., 1966.

Maier, Norman R. F. Problem-Solving Discussions and Conferences: Leadership Methods and Skills. New York: McGraw-Hill, 1963.

Maier, N. R. F. Problem-Solving and Creativity in Individuals and Groups. Belmont, California: Brooks, Cole, 1970.

Parnes, Sidney. Creative Problem-Solving. Buffalo, New York: State University of New York. Creative Problem-Solving Division.

Schmuck, R. et. al. Problem-Solving to Improve Classroom Learning. Chicago: Science Research Associates, 1966.

BIBLIOGRAPHY

AFFECTIVE INSTRUCTION

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

Abelson, H. I. Persuasion: How Opinions and Attitudes are Changed. Spunger, 1959.

Bradford, L. P. Forces in Learning. Learning Resources Corporation/ NTL, 1961.

Brown, George. Human Teaching for Human Learning: An Introduction to Confluent Education. Viking Press, 1971.

Goffman, Erving. Interaction Ritual: Essays on Face to Face Behavior.

Hovland, C. J. and Janis, I. L. Personality and Persuasibility. Yale University Press, 1965.

Mann, J. Changing Human Behavior. Scribners, 1965.

Maslow, Abraham. Toward a Psychology of Being. 1962.

Raths, L. E., Harmin, M., Simon, S. B. Values and Teaching: Working with Values in the Classroom. Charles E. Merrill, 1966.

Rokeach, Milton. Beliefs, Attitudes and Values: A Theory of Organization and Change. Jossey-Bass, 1968.

Rosenberg, M. J. et. al. Attitude, Organization and Change: An Analysis of Consistency Among Attitude Components. Yale University Press, 1960.

Rosnow, R. L. and Robinson, E. J. (eds.). Experiments in Persuasion. Academic Press, 1967.

Satir, Virginia. Peoplemaking. Science and Behavior Books, 1972.

Solomon, D., Bezdek, W. E., Rosenberg, L. Teaching Styles and Learning. Center for the Study of Liberal Education for Adults, 1963.

Stanford, G. and Roark, A. E. Human Interaction in Education. Allyn and Bacon, 1974.

Suedfeld, Peter (ed.). Attitude Change: The Competing Views. Aldine-Atherton, 1971.

Wagner, R. V. and Sherwood, J. J. The Study of Attitude Change. Brooks/Cole (Wadsworth), 1969.

Wittmer, J. and Myrick, R. D. Facilitative Teaching: Theory and Practice. Goodyear, 1974.

Zimbardo, P. and Ebbegan, E. P. Influencing Attitudes and Changing Behavior: A Basic Introduction to Relevant Methodology, Theory and Applications. Addison-Wesley, 1969.

BIBLIOGRAPHY

INTERPERSONAL AND SELF AWARENESS

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

Altman, I. and Taylor, D. A. Social Penetration: The Development of Interpersonal Relationships. Holt, Rinehart, Winston, 1973.

Arieti, Silvana. The Intrapsychic Self: Feeling, Cognition and Creativity in Health and Mental Illness. Basic Books, 1967.

Barbara, Dominick A. The Art of Listening. Thomas, 1958.

Bennis, W. G., Schein, E. H., Berlew, D. E., and Steele, F. I. Interpersonal Dynamics: Essays and Readings on Human Interaction. Dorsey, 1964.

Blatz, W. E. Human Security: Some Reflections. Canadian University Paperbooks, Toronto.

Brehm, Jack W. A Theory of Psychological Resistance. Academic Press, 1966.

Brownfield, Charles A. Isolation: Clinical and Experimental Approaches. Random House, 1965.

Combs, A. W. and Snygg, D. Individual Behavior: A Perceptual Approach to Behavior. Harper, 1951.

Dahms, Alan M. Emotional Intimacy: Overlooked Requirement for Survival. Pruett Publishing Co., 1972.

Diggory, J. C. Self-Evaluation: Concepts and Studies. Wiley.

Frank, Jerome. Persuasion and Healing. Johns Hopkins, 1962.

Frank. Lawrence K. On the Importance of Infancy. Random House, 1966.

Fromm, Erich. Escape from Freedom. Rinehart, 1941.

Goffman, Irving. Interaction Ritual. Essays on Face-to-Face Behavior.

Gordon, Chad and Gergen, Kenneth (eds.). The Self in Social Interaction: Volume I: Classic and Contemporary Perspectives, 1968.

Jackins, Harney. The Human Side of Human Beings: The Theory of Re-evaluation Counseling. Rational Island Publishers, 1965.

Jourard, Sidney M. Self-Disclosure: An Experiment Analysis of the Transparent Self. Wiley, 1971.

Jourard, Sidney M. The Transparent Self. Van Nostrand, 1968.

Jourard, Sidney M. Disclosing Man to Himself. Van Nostrand, 1968.

Kirscht, John P., Dillehay, Ronald C. Dimensions of Authoritarianism: A Critical Review.

Laing, R. D. Self and Others. Pantheon.

Laing, R. D., Phillipson, H., Lee, A. R. Interpersonal Perception: A Theory and a Method of Research. Springer, 1966.

Luft, J. Of Human Interaction. National Press, 1970.

Mann, John. Learning to Be: The Education of Human Potential. Free Press, 1972.

Maslow, Abraham. Toward a Psychology of Being. Second Edition. Van Nostrand, 1968.

Maslow, Abraham. Eupsychian Management. Irwin-Dorsey, 1965.

May, Rollo. Love and Will. Norton, 1969.

May, Rollo. Man's Search for Himself. New American Library, 1968.

Mayeroff, Milton. On Caring. Harper Torchbooks, 1972.

Mead, George Herbert. Mind, Self and Society. University of Chicago, 1934.

Mehrabian, Albert. Nonverbal Communication. Aldine, 1972.

Montagu, Ashley. Touching: The Human Significance of the Skin. Harper Torchbooks, 1972.

Morris, Desmond. Intimate Behavior.

Moustakas, Clark. Loneliness. Prentice Hall, Inc., 1961.

Perls, F., Hefferline, R. F., Goodman, P. Gestalt Therapy: Excitement and Growth in the Human Personality. Dell Publishing Co., 1951.

Rappaport, Leon. Personality Development: The Chronology of Experience. Scott, Foresman, 1972.

Rogers, C. R. and Stevens, B. Person to Person: The Problem of Being Human; A New Trend in Psychology. Real People Press, 1967.

Rogers, C. R. On Becoming a Person: A Therapist's View of Psychotherapy.

Ruesch, Jurgen. Communication: The Social Matrix of Psychiatry. Norton, 1973.

Ryan, T. A. Intentional Behavior: An Approach to Human Motivation. Ronald Press, 1970.

Schutz, W. C. The Interpersonal Underworld (JRO--A Three Dimensional Theory of Interpersonal Behavior). Science and Behavior Books, 1965.

Spielberger, C. D. Anxiety and Behavior. Academic Press, 1966.

Stotland, Ezra. The Psychology of Hope: An Integration of Experimental, Clinical and Social Approaches. Jossey-Bass, 1969.

Swenson, Clifford H., Jr. Introduction to Interpersonal Relations. Scott-Foresman, 1973.

Tagiuri, R. and Petrillo, L. (eds.). Person, Perception and Interpersonal behavior. Stanford University Press, 1958.

Tedeschi, James T. (ed.). The Social Influence Processes. Aldine, 1972.

Watzlawick, P., Beavin, J. H., Jackson, D. D. Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies and Paradoxes. Norton, 1967.

Wenar, Charles. Personality Development from Infancy to Adulthood. Houghton, Mifflin, 1971.

Wheelis, Alan. The Illusionless Man: Some Fantasies and Meditations on Disillusionment. Harper Torchbooks.

Wheelis, Alan. The Quest for Identity. Norton, 1973.

BIBLIOGRAPHY

TESTING

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

ACT REPORT. Special Order only.

Brim, Orville G., et. al. *Experiences and Attitudes of American Adults Concerning Standardized Intelligence Tests: Technical Report No. 1 on the Social Consequences of Testing*. Russell Sage Foundation: New York, 1964. (Education LB 3051/A1/R96/No. 1.)

Consulting Psychologists Press Tests (CPP Tests). Palo Alto, California: 1970.

Educational Testing Service: Annual Report 1964-65. Princeton, New Jersey: 1966. (Education LB 3051/A1/E24/1964-65.)

Ferris, Frederick L., Jr. "Testing in the New Curriculums: Numerology, 'Tyranny' or Common Sense?" *School Review*, 70, 1964, 112-131.

Lord, Frederick M. "Estimating Norms by Item-Sampling," *Educational and Psychological Measurement*, 22, 1964, 259-263.

Messick, Samuel and Ross, John (eds.). *Measurement in Personality and Cognition*. New York: John Wiley and Sons, Inc., 1962.

Miller, Robert B. *Tests and the Selection Process*. Science Research Associates. Chicago, Illinois: 1966. (Education HF 5549.5/ES/M65.)

Modell, Walter. "Hazards of New Drugs," *Science*, 1963, 139, 1180-1185.

Standards for Educational and Psychological Tests and Manuals. American Psychological Association, Inc., Washington, D.C., 1966.

Stein, Morris I. *Personality Measures in Admissions: Antecedent and Personality Factors as Predicators of College Success*. College Entrance Examination Board: 1963. (Education LB 2353/C69/A39/No. 5.)

Tyler, Ralph W. "The Functions of Measurement in Improving Instruction." In E. F. Lingquist (ed.), *Educational Measurement*. pg. 47-67. Washington, D.C.: American Council on Education, 1961.

Wood, Dorothy Adkins. *Test Construction*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1961.

BIBLIOGRAPHY

ROLE PLAYING

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

Chesler, M. and Fox, R. Role Playing in the Classroom. Chicago: Science Research Associates, 1966.

Klein, Alan F. How to Use Role Playing Effectively. New York: Association Press, 1959.

Spolin, Viola. Improvisation for the Theater.* Northwestern University Press. *(also Theatre Games).

BIBLIOGRAPHY

GOALS AND OBJECTIVES

Prepared for the Office of Staff and Organization
Development by Alberta Goodman, Internal Consultant
Florida

Beck, Arthur C., Jr. and Hillman, Ellis D. (eds.). *A Practical Approach to Organization Development Through MBO-Selected Readings*. Addison-Wesley Publishing Co.

Bloom, Benjamin S. (ed.). *Taxonomy of Educational Objectives*. New York: Longmans, Green, 1956. (3 domains).

Bloom, Benjamin S. "Quality Control in Education." *Tomorrow's Teaching*. pp. 54-61. Oklahoma City: Frontiers of Science Foundations of Oklahoma, Inc., 1961.

Ferguson, George A. "On Learning and Human Ability." *Canadian Journal of Psychology*, 8, 1954, 95-112.

Mager, Robert. *Goal Analysis*.

Mager, Robert F. and Pipe, Peter. *Analyzing Performance Problems or You Really Oughta Wanna*. Fearon Publishers. Lear Siegler, Inc., Educational Division. Belmont, California: 1970.

Mager, Robert F. *Preparing Instructional Objectives*.

Odiorne, George S. *Management by Objectives: A System of Managerial Leadership*. Pitman Publishing Corporation. New York: 1965.

COMMUNITY COLLEGE STAFF DEVELOPMENT:
AN ANNOTATED BIBLIOGRAPHY UPDATED

John A. Tirrell*
January, 1976

Alvir, Howard P. Planning and Inservice Education. Dr. Howard P. Alvir, 27 Norwood St., Albany, N.Y., (February, 1974), 75 pp. ERIC Document #088861.

This booklet offers a reasonably complete how-to-do-it kit for planning inservice education sessions. It pinpoints specific planning difficulties associated with inservice programs, and suggests alternatives. The booklet is aimed at several different types of inservice educators. Included is a set of transparencies for clarification of model.

*Atwell, Charles A. and Sullins, Robert S. "Cooperative Faculty Development." Community and Junior College Journal, 44 (November, 1973), 32-33.

Identifies "the cooperative effort, on an equal partner basis, between the community college and the graduate training institution as a commonly lacking element in faculty development. Reviews a model of successful cooperation between two such institutions, New River Community College, in southwestern Virginia, and Virginia Polytechnic Institute and State University.

*Barthlow, Robert L. "Don't Overlook Classified Staff." Community and Junior College Journal, 44 (November, 1973), 34.

Stresses need for ongoing staff development program for administrators and classified staff, suggesting rationales and workshop topics.

*Beaudoin, Adrien P. "A State Plan for Staff Development." Community College Frontiers, 2 (Winter, 1974), 28-30.

Notes need for state leadership in "initiating and implementing well-financed staff development programs." Working from the Florida model, he suggests and discusses three major considerations in creating a statewide plan: the development of enabling legislation, the organization of specific task forces to formulate general state requirements for staff development plans, and the establishment of a framework enabling each college to begin a program designed to meet its particular mission.

---

*Asterisked items are from Wallace, T. H., Community College Staff: An Annotated Bibliography, April, 1975.

Bender, Louis W. "Community Colleges Should Adopt Competitive Free Market Initiatives." Community College Review, 1 (3) (February, 1973), 14-22.

Author argues for community colleges to adopt some of the thinking and methods of competitive capitalism.

*Bender, Louis W. and Hammons, James O. "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal, 43 (October, 1972), 20-22.

Notes the significance and advantages of adjunct faculty to the community-junior college and stresses their need for orientation and in-service education.

*Berbert, D. G. "Urban Diary: Kansas City." Junior College Journal, 41 (May, 1971), 18-22.

Describes a one-week sensitivity-type seminar in Kansas City to develop a greater awareness and empathic feeling in faculty members, chiefly white, about the environments; attitudes; and social and economic problems of students from different racial, ethnic, and counter-culture minority groups. Details on activities and faculty response.

*Bessent, E. W. and others. Designs for In-Service Education. Austin, Texas: University of Texas Press, 1967. (ED 011 591)

Focuses on in-service education for instructional improvement and reviews three approaches the practitioner may use to reach this goal: the laboratory approach, the classroom experience model, and the teaching demonstration model. Although the target audience of this monograph is the public school administrator, many of its observations may be applicable to planning community college in-service education programs.

Bhaerman and Selden, David. "Instructional Technology and the Teaching Profession." Quest Paper. American Federation of Teachers. Washington, D.C., No. 6. 14 pp.

The paper discusses three basic questions: 1) educational objectives, 2) educational standards, and 3) status and structure of the teaching profession. In conclusion, two plans are offered to remedy the situation. They are improved certification and inservice education.

Biddle, Bruce J. and Rossi, Peter H. The New Media and Education - Their Impact on Society. New York: Doubleday and Co., Inc., 1967. 460 pp.

The book is organized into five parts. The first is an overview. The second deals with the concept of an educational medium and types of media. The third takes up the problem of the adoption of media in education. The fourth discusses media impact on education. The fifth is concerned with the impact of educational media and education on Western society.

*Bogart, Quentin, ed. Proceedings: The Third Junior College Conference, April 15-16, 1971, Arizona State University. Tempe, Arizona: Arizona State University Bureau of Educational Research and Services, 1971. (ED 065 125)

Central conference concerns were the forecasting of instructional needs, the types of preservice training programs required to meet those needs, and the selection of desirable instructional competencies. Win Kelley's paper ("The Competent Community-Junior College Teacher") defining competencies, skills, and attitudes for effective community college teaching may be as applicable in determining in-service needs as it is in targeting preservice goals.

*Bushnell, David S. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill, 1973.

"By tapping the views of trustees, community leaders, faculty members, key administrators, and students; by assessing current population and economic trends; and by drawing upon other research efforts, "the authors" hoped to identify and analyze forces influencing the future direction of community and junior colleges." Discrepancies between desired goals and present reality are delineated and strategies for "systematically achieving greater harmony between goals and current practices" are suggested.

Chalecki, Richard B. "Community College Teaching - A Plea for More Research." Community College Frontiers, 2 (1) (February, 1973), 36-37.

Author's concern is that there has been meager research on the question of how we should go about achieving goals and that there is a need for much more research into the question of teaching methods on the community college level.

*Chan, Betty. "Branching Out: The Staff Development Program at Parkland College." Community College Frontiers, 2 (Winter, 1974), 21-25.

Describes a carefully structured staff development model that originated in faculty interests and desires and is administered by faculty. Reviews the inception of the program, its philosophy, structure, content, and evaluation. Stresses instructional growth, not deficiency; individual responsibility for staff development, not administrative fiat; voluntary participation, program flexibility, and nonpunitive evaluation, instead of the opposite. Notes plans to include part-time and classified staff in second year of operation.

Chavez, Jose. *Summary of Results: Staff Development Survey*. Washington, D.C.: American Association of Community and Junior Colleges, 1973.

This survey is a continuation of AACJC's attempt, which began with its survey of community and junior college administrators in 1969, to determine the staff development needs of community and junior colleges nationally. The present survey sought up-to-date information about the staff development needs of community and junior colleges, about their current in-service programs, and about the role that AACJC should play in providing further assistance to meet staff development needs. Chiefly intended as an information-gathering effort, rather than one that would lead to an in-depth study. Results from 697 institutions.

*Chronister, Jay L. *In-service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution*. Charlottesville: University of Virginia Press, 1970. (ED 044 093)

Briefly examines important philosophical, curricular, procedural, resource, and instructional problems and considerations that must be taken into account when the two-year college requires cooperation of graduate institutions in in-service programs.

Cohen, A. M. and Brawer, F. B. *Confronting Identity: The Community College Instructor*. Englewood Cliffs, N.J.: Prentice-Hall, 1972, 257 pp.

The authors attempt to mention the characteristics which a community college professor should have. Some of the traits discussed are creativity, flexibility, and authoritarianism.

*Cohen, Arthur. "Towards a Professional Faculty." *New Directions for Community Colleges*, 1 (Spring, 1973), 101-117.

Examines the current status of community college teaching and suggests further professionalization, not along traditional departmental lines, but around the discipline of instruction.

Cohen, Arthur M. "Evaluation of Faculty." *Community College Review*, 2 (2) (Summer, 1974), 12-21.

Article focuses on value of some type of faculty evaluation scheme and discusses some guidelines for creating such a scheme.

*Colman, Clyde Herbert. "Organization and Administration of an In-Service Program for Public Junior Colleges." Doctoral dissertation, University of Nebraska, 1968. Ann Arbor: University Microfilms (Order No. 69-96 19).

This research aimed to identify a number of common criteria and procedures utilized by selected public junior colleges for organization

and administration of in-service training programs for teachers. Includes a pilot study of eight junior colleges in Kansas, Nebraska, and Iowa and a national survey of public junior colleges. Discovered inadequate programs, poor funding, and weak support; made recommendations for overcoming these problems.

*"Community College Faculty Development." A brief prepared for the AACJC 1973 Assembly, "New Staff for New Students," November 29-December 1, 1973. Mimeographed. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1973.

An annotated bibliography compiled for the 1973 AACJC 1973 Assembly on Staff Development. Covers selected items related to teacher preparation programs and preservice and in-service education. Emphasizes special and different types of programs that have been proposed or are in preparation. Can be used as a supplement to the present bibliography.

*Connors State College. Program to Train Instructors of Ten Junior Colleges in Ozark Economic Development Region. Warner, Oklahoma, 1972. (ED 069 616)

Reviews an in-service program to train instructors in program objectives and educational needs. Notes on participants, activities, and evaluation.

*Cray, John E. "How Do You Feel About In-Service Education?" Community and Junior College Journal, 44 (November, 1973), 28-29.

Report on a study made in April-May 1973 in 13 public community colleges in the state of Washington to assess the number of faculty who participated in in-service training, the types of training in which they were involved, and the attitudes of those faculty members toward different types of in-service programs.

Dalton, Elizabeth L., and Krajewski, Robert J. "Toward Guided Self-Improvement: An Individual Progress Model for Teachers." Educational Technology, Vol. XV (March, 1973), 58-60.

This article gives a model designed to assist teachers improve themselves. Beginning with the assumption that teachers have to be willing to do this, the authors mention videotape, the Flanders Interaction Analysis System, and student evaluations as means toward improvement. Two models are given, in one of which the supervisor acts in an advisory capacity, and in the other of which the supervisor is used only if necessary.

Day, Barbara D., and Jenkins, James W. "North Carolina's K-3 Staff Development Program." Educational Leadership, XXXII, 5 (February, 1975), 326-330.

North Carolina educators provided an in-service staff development program which they considered very successful. Some features of their program are: a team approach with emphasis on group process and clarification session; the teams involved in practical experience; existence of teacher resource centers; availability of special resource personnel, i.e. consultants, professors, to conduct workshops in curriculum and other areas; experts addressing faculty on topics of interest; daily staff meetings and evaluations; and on-going in service staff development workshops.

*Dean, Kenny S. "In-Service Workshop for Community College Teachers." Community College Frontiers, 2 (Winter, 1974), 26-27.

Discusses an attempt to improve instructional skills at Paducah Community College (Kentucky) through a two-week, voluntary in-service seminar-workshop in cooperation with Murray State University. Describes basic commitments of participants, the seminar-workshop format, its components and results. Suggests guidelines for continuous seminar-workshops at other institutions.

*DeNevi, D. "Retreading Teachers the Hard Way." Junior College Journal, 40 (April, 1970), 6-9.

Describes a summer institute for community college teachers of the disadvantaged. The program sought to develop a greater sensitivity in the participants to the educational and human needs of the disadvantaged by establishing a one-to-one working relationship with youth of the inner city.

DeVault, M. Vere. Teacher Centers in Japan, England, and the United States. A Series of Case Studies. Madison: Wisconsin University (January, 1974), 132 pp. (ED 093 856)

This document contains three sections each of which provides an overview of teacher centers and several case studies of individual centers in Japan, Britain, and the United States. Although teacher centers tend to be diverse, there are some common functional problems everywhere: how to encourage teachers to participate, how to remain responsive to teachers while being supported by sources outside the teacher group, and how to staff the teacher center.

*Devore, Paul W. Variables Affecting Change in In-Service Education. Final Report. Morgantown: West Virginia University, 1971. (ED 070 764)

Attempts to identify variables affecting change through in-service education. Discussion centers on elementary and secondary education, but many observations pertain to the junior college situation. Essentially a review of the literature over a twenty-year period. Finds case studies on strategies of change and the change process in bureaucratic structures applicable and valuable in supplying substantive observations that are lacking in educational research.

Eachus, Herbert Todal. In Service Training of Teachers as Behavior Modifiers - Review and Analysis. Washington, D.C.: Bureau of Educational Personnel Development (September, 1975), 101 pp. (ED 083 145)

The basic principles of conditioning are presented and their application for in-service training is discussed. Activities are classified as positive or negative reinforcers which are applied to teaching goals, i.e. student achievements, self confidence, and esteem. Precision teaching and contingency contracting are presented as teaching systems that use behavioral principles.

Edelfelt, Roy A., and Johnson, Margo, eds. Rethinking In-Service Education. Washington, D.C.: National Education Association, 1975, 93 pp.

This pamphlet contains several essays drawn originally from a Workshop on Reconceptualizing Inservice Education, Atlanta, 1975. After an introduction in which major topics are briefly outlined, the following essays are included:

Roy A. Edelfelt and Gordon Lawrence. "In-Service Education: The State of the Art."

Stanley H. Jeffers and Dolores McDaniels. "Building a Pre-service-In-Service Teacher Education Continuum: The Washington Experience."

E. Brooks Smith. "Improvement of In-Service Education: A Collaborative Effort."

Gene Bottoms. "Responsibilities of Local School Systems, State Departments of Education, Institutions of Higher Education, and Professional Organizations for In-Service Education."

Patricia A. Orrange and Mike Van Ryn. "Agency Roles and Responsibilities in In-Service Education."

J. Alden Vanderpool. "Relationships Between Certification and 'In-Service' Education."

Wendell C. Allen. "Continuing Teacher Education: A Commentary."

Comments on these workshops papers are given in the eighth chapter, Margo Johnson, "Looking Back at Thinking Ahead: 87 Educators in Session."

Recommendations for implementing continuing education and in-service education programs are outlined in the last section, Roy A. Edelfelt, "Next Steps."

*Faculty Development in a Time of Retrenchment. New Rochelle, N.Y.: The Group for Human Development in Higher Education, 1974.

A major work dealing with the effects on staff development of one of the major trends of the mid-1970's. Chiefly oriented to the university and four-year college situations, although some of its observations may be applicable to community colleges. Discusses the increased need for faculty development due to the effects of retrenchment, the kinds of reform required, teacher training, possible inservice programs, the role of experts and consultants, evalution, national resources, and intellectual mobility as opposed to faculty mobility. Makes key strategy recommendations.

*Faculty Development in the Junior College: A Second Interim Report on the Program with Developing Institutions of the Year 1969-1970. Washington, D.C.: AAJC Program with Developing Institutions, 1970. (ED 052 773)

Describes and evaluates the second year's work of the AAJC Program with Developing Institutions (the second year stressed faculty development and instructional improvement). Details are given on the program, its history, innovations, and progress.

Federico, Joseph J. A Staff Development Model for Student Personnel Services. Lehigh County, C.C., Schnecksville, Pennsylvania, 17 pp. (ED 097 944).

A model for staff development which is relevant for student personnel is presented. Characteristics and processes of a viable growth model are identified and discussed.

Fifer, Fred and Rush, Donald E. Development of an Inservice Model Based on Program Evaluation. Presented at American Educational Research Association, Chicago, Illinois (April 15-19, 1974), 7 pp. (ED 088 871)

Many inservice programs are not designed for individual teacher needs, so that many teachers are unable to relate to the purpose of the inservice. The authors put forth a model based on the results from the Kundel-McElhinney model evaluation. This report discussed with faculty helps them to be aware of the pupil perception when examining curricular alternatives.

Flanders, Ned A. Interaction Analysis and Inservice Training. 24 pp. 1972. (ED 088 854)

Interaction analysis, a system for observing and coding the verbal interchange between a teacher and his pupils is used to study spontaneous teaching behavior, and to help teachers modify their behavior. Other factors included in modifying teacher behavior is clarification of the participating teacher's self development goals, and collection of other evidence of behavior change.

*Fletcher, Leon. "Take to the Road, Teacher!" Junior College Journal, 37 (October, 1966), 19-21.

Describes a Monterey Peninsula College Faculty Travel Seminar funded by the Ford Foundation to gather information on coordinated preoccupational programs and to observe distinctive instructional programs functioning "in the flesh." Discusses design, participants, program observations, and benefits.

Gaff, Jerry. "Coping with Change: Faculty Development and Academic Excellence." Future Talk: Educating for the '80's. No. 10 (Spring, 1975), 1, 4-6.

The author reviews the need for faculty development, particularly now that the steady state has made it difficult if not impossible to add new faculty members to institutions. Hence, new ideas, renewal, and critical self-examination will have to be furnished by institutions in a much more direct way than may have been the case before. The article includes a description of the Center for Professional Development, the California State University and Colleges, and of projects for faculty development ongoing on several California campuses. Also included in this issue are comments on the same subject by David E. Whitcomb and by Daniel Sedey.

*Garrison, Roger. Junior College Faculty: Issues and Problems. Washington, D.C.: American Association of Junior Colleges, 1967.

Section reviewing faculty attitudes on the subject of "Professional Refreshment and Upgrading" (pp. 38-46) relates to staff development.

Garrison, Roger. "1969 Seminar for Great Teachers: Preliminary Report on a National Experiment." Junior College Journal, 40 (November, 1969), 7-9.

Reports on participants, program, aims, and results of the first AAJC National Seminar for Great Teachers, a model for later regional and local seminars.

Garrison, Roger H. "A Mini-Manual on In-Service." Community and Junior College Journal, XLV (June-July, 1975), 18-20.

The author gives recommendations on faculty development. Beginning negatively, he asserts that the one-shot affair simply will not do. He makes "positive suggestions": faculty as well as students need to learn, change is inevitable, and all programs need to be "faculty-originated." He describes the function of "an in-service coordinator," and also ways of using a consultant. Administration commitment and the need for long-range planning are both stressed.

*Gilley, J. W. and Tollefson, T. A. Products and Productivity: A Perspective on Learning. Durham, N.C.: National Laboratory for Higher Education, 1972. (ED 069 268)

Reports on an in-service education program to train instructors in the "systems" approach to instruction at Wytheville Community College.

*Gleazer, Edmund J., Jr. "Beyond the Open Door, the Open College." Community and Junior College Journal, 45 (August-September, 1974), 6-12.

Promotes a concept of the community college with more "emphasis on 'community' than 'college.'" Stresses the full import of the claim that the two-year institution should be devoted to "community-based, performance-oriented postsecondary education." Views staff development permanently important in preparing staff to meet the new demands of a true community-based institution. It sets the establishment of "a delivery vehicle for meeting the staff/institutional development demands in our field which is capable of operating without third-party financing by the end of the decade" as one of the major objectives of the community college movement.

*Gleazer, Edmund J., Jr. "Faculty Development Project." Junior College Journal, 38 (April, 1968), 7.

Outlines the AAJC's rapidly expanding Faculty Development Project initiated in early 1968 following the passage of the Education Professions Development Act and the receipt of a significant grant from the Carnegie Corporation.

*Goodrich, Andrew L. "The Now Faculty and the New Student." Junior College Journal, 41 (May, 1971), 26-29.

Approaches the problem of meeting the needs of the "new students," especially ones from ethnic and racial minorities, through training faculty to a working awareness and new respect for different educational and cultural backgrounds. Lists problems and concerns, discusses minority awareness workshops sponsored by AACJC, and outlines the nature and value of inreach and outreach programs.

Gustafson, Kent L. "Improving Instructional Development: Faculty as Leaders." Educational Technology, XV (May, 1975), 34-40.

The author discusses the problem of faculty development, beginning with the assertion that many of these programs fail. Blamed for the failure is the assumption that faculty learning is somehow different from student learning, and that while a great deal of attention is devoted to the latter, very little heed is paid to the former. The bulk of the article is composed of specific suggestions to improve faculty development programs. Seven components are given for such a program, including "organized, sequenced subject matter"; furnishing "guiding information"; giving "meaningful context"; capturing and maintaining "attention"; providing opportunity for "active practice"; allowing for "feedback" to both the faculty-learner and the instructor-developer.

*Hammons, James O., ed. Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974. University Park, Pennsylvania: The Center for the Study of Higher Education, The Pennsylvania State University, 1975.

Contents include important practical observations by Walter Hunter on "Determining Staff Development Needs"; James O. Hammons and Terry H. Wallace on "Questions and Issues in Planning Staff Development Programs"; William Toombs on "Techniques for Evaluating Staff Development Programs"; and Harlan Douglas on "The Use of Consultants." Descriptions of success staff development programs at Burlington County College (NJ), Central Piedmont Community College (NC), and Lake City Community College (Fla.) are included among with the results of simulation exercises in designing staff development programs.

*Hammons, James O. and Wallace, Terry H. "Planning for Staff Development." Community College Frontiers, 3 (Spring, 1974), 38-43.

Raises some major practical questions and issues which should be considered by personnel responsible for staff development prior to initiating faculty in-service programs. The questions and issues addressed include responsibility for planning, identification of staff development needs, staff participation, program flexibility, scheduling, instructional techniques, funding, and support.

*Hardner, R. J. and Pratton, D. L. "Curriculum Reform Through Behavioral Objectives: Report of an In-Service Project at Columbia Basin College." Junior College Journal, 41 (October, 1970), 12-16.

Describes the goals, methodology, results, and recommendations of the in-service program of Columbia Basin Community College, a program which aimed to reform the college's curriculum through the implementation of behavioral objectives.

Hodges, Lee and Hodges, Riley. "Schools of Education and Inservice Training of Teachers." Educational Technology, XV (March, 1975), 60-61.

This article furnishes a very brief outline of what schools of education might be doing in the future, considering that the need to train teachers appears to be less great than in previous years.

*Hodgkinson, Harold L. "Adult Development: Implications for Faculty and Administrators." Educational Record, 55 (Fall, 1974), 263-274.

Attempts to apply recent thinking on adult developmental patterns to faculty and administrators. Important considerations for understanding and motivating faculty and administrative response to, and participation in, staff development programs.

The Home and School Institute (May, 1974), p. 165. (ED 086 643)

The Home and School Institute has developed 3 plans to train teachers and administrators to work better than parents and the community. Basic goals:

a. Improve skills and attitudes in working with parents and the community.
b. Provide parent reinforcement of children's learning.
c. Build better school-community relationship.
d. Design and disseminate tested materials that can be used in other schools.

Homemaker Service at the Children's Aid Society (June, 1974), 101. (ED 085 538)

Director of Homemaker Service at the Children's Aid Society tells the process by which paraprofessional homemakers are trained through on the job training and continuing supervision by professional staff.

*Hunter, Jairy C. "Another Approach to Staff Development: Employees Can Be Students, Too, With In-Service Training." College and University Business, 56 (February, 1974), 35. (EJ 091 410)

Briefly reports on Appalachian State University's model in-service training program for classified staff designed to improve staff morale, human relations, and job efficiency at all levels. The origin of the program, its rationale, coordination, and curriculum are discussed.

The Improvement of Instruction in Developing Junior Colleges (May, 1973), 103. (ED 071 658)

The paper described efforts to improve instruction through a cooperative project with faculty of 6. Peabody College. Intended to be useful to other developing colleges.

The Induction of Community College Instructors (March, 1972). (ED 056 684)

How to handle thousands of new students expected to flood community colleges? More master teachers are needed. The place to get these people is in the community college itself by putting students into teaching positions with teacher guidance.

In-Service Training for Administrators, Faculty and Students of a Developing Community College (April, 1973). (ED 070 761 P113)

Iowa Lare C. College conducts a training program to help participants have total understanding of a college community. It also presents new teaching methods, technology, and media.

*In-Service Training for Administrators, Faculty, and Students of a Developing Community College: Director's Evaluation. Estherville: Iowa Lakes Community College, 1971. (ED 070 761)

Reports on an in-service program for administrators, faculty, and students which stressed innovations in teaching methods and a study of technical media.

*In-Service Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators. Washington, D.C.: American Association of Junior Colleges, 1969. (ED 034 519)

Constitutes the first major national AAJC survey that provided information on continuing or refresher studies related to the work of current faculty and staff at American community colleges. Delineated major areas of training demands, reviewed the supply of available training to meet those demands, and exposed significant deficiencies in the in-service training supply picture.

*Instructional Development: Summary Report. Palatine, Illinois: William Rainey Harper College, 1973. (ED 089 653)

Describes the Instructional Development Project at William Rainey Harper College from 1970 to 1973, noting objectives, participants, cost, results, and recommendations.

*Kastner, Harold H. "A Systems-Wide Approach." Community and Junior College Journal, 44 (November, 1973), 14-15.

Review of the model Florida Staff and Program Development effort (which allocated 3 percent of the state's community college appropriation to staff development) after six years of operation. Makes state level recommendations about its mechanics.

*Kilpatrick, Gordon. Inservice Education with Recommendations Concerning Its Implementation in American Junior Colleges. El Camino, Calif.: El Camino College, 1967. (ED 020 721)

Categorizes in-service education by goals; examines various techniques to meet those goals; and discusses barriers to, and supplies recommendations for, establishing a program of in-service education. Suggests a change in focus for in-service education, from the elimination of preservice deficiencies to growth problems facing faculty on the job.

*Koile, Earl A., and Gallessich, June. "A New Edge on Education: The Dallas Human Relations Lab." Junior College Journal, 41 (March, 1971), 31-37.

Describes in detail the experience of El Centro Community College in the Dallas Community-Junior College district with human relations laboratories. Discusses the design of the program, its content, results, and evaluation.

La Favor, Harold D. "In-Service Training and Professional Development Via a Teacher Centre." Catalyst for Change, III, 2 (Winter, 1974), 7-10.

Describes center for the professional growth and development of the Vancouver, B.C. school system teaching and administrative staff. Center was created out of an abandoned school anex.

Lavin, Richard G., and Schuttenberg, Ernest M. An Innovation Approach to Public School Staff Development - A Collaborative Mode. Washington, D.C.: Office of Education (June, 1972), 30.

Describes planning and implementation of Staff Development Program for teachers and administrators in Merrimack school system. Information concerning program development include background of program, needs assessment, collaboration with local colleges, evaluation model, and future program directions.

*Lefforge, O. S. In-Service Training as an Instrument for Change. Gainesville: University of Florida Institute of Higher Education, 1971. (ED 055 577)

Presents a plan for community college instructional improvement utilizing in-service education as the instrument of change. Stresses the need to evaluate the results of in-service education in increasing student learning against the input into the program. A major contribution of the work is its list of performance objectives for in-service programs.

Martin, Warren Bryan. "Faculty Development and Human Development." Liberal Education, XLI (May, 1975), 187-196.

The article stresses three faults of many faculty development programs: they are lacking in theory, they are not comprehensive, and "they do not show a deep intention." Administration condenscension is criticized. Considerable professional help is needed, to make faculty aware of more about the teaching process and responsibility. Similarly, faculty need to know more about management and fiscal problems of their institution. Faculty should be used to re-examine goals and objectives of their institution. The real emphasis should lie on "faculty renewal."

*Martorana, S. V. and others. "Toward Improving the Learning Process." Community and Junior College Journal, 44 (August, 1973), 56-57.

Describes a statewide model for improving instruction developed by New York with EPDA assistance. Promoting increased opportunities for two-year college faculty in-service education is an integral part of the program.

Massey, Donald, and Chamberlin, Charles. An Inservice Program Combining Mass Media and Interpersonal Communication. National Council for Social Studies, November, 1975. (ED 090 090)

The authors discuss the development and implementation of an inservice program which was to assist teachers is using the new Canadian study guide. In order to make effective use of the mass media, a series of video tape with matched series of printed materials for each unit was used. After each showing, the tapes were discussed under the direction of a lead teacher. This fostered interpersonal communication which was vital to the teacher adoption of the materials. The objectives, components, program guide, and planning were all outlined in the program description. The four step sequence of the operation were: pre-broadcast activities, discussions, viewing, and follow-up. Evaluation was a pre and post test on the videotaped contents, staff interviews, and an opinionnaire administered by the lead teachers. Included are recommendations to improve the results of the program.

*"Microteaching: In-Service Training for Adult Educators." Adult Leadership, 22 (November, 1973), 179-181. (EJ 085 629)

Describes a teacher training and in-service education technique for providing a series of structured, critiqued training sessions in a short period of time. Outlines its utilization and evaluation at a secondary school adult education staff development conference in Massachusetts. Applicable to community college staff development efforts.

*Miller, Bob W. "Graduate Career Development Center for Community College Personnel." Audiovisual Instruction, 19 (January, 1974), 21.

Briefly describes a program developed by the Tarrant County Junior College District and the Dallas Community College District for their staffs, whereby personnel can receive graduate training from any one of seven universities with minimal time spent in residence.

Mohan, Madan, and Hull, Ronald E. "A Model for Inservice Education of Teachers." Educational Technology, XV (February, 1975), 41-44.

Contributes a model of inservice teacher training, consisting of four stages: planning, implementing, evaluation, and follow-up. Instructions are quite specific and diagrams illustrating the authors model are included: what constitutes goal analysis, "instructional sequence," and "implementation."

*Nelson, James H. "Collective Bargaining: An Instrument for Staff Development." Community and Junior College Journal, 43 (October, 1972), 27.

Calls attention to collective bargaining as a potential significant instrument for staff development. Advocates a shift in agreements from activities which are supposed to result in professional growth to behavioral changes or competencies acceptable as evidence of such growth.

*Norell, Kathleen. "A 'Total Effect' Workshop: Resources and Results." College English, 35 (November, 1973), 190-193.

Describes one faculty member's positive reactions to a Total Effect Workshop stressing awareness of the total environment in which effective, real learning occurs. Suggests the value of matching a workshop's form to its content, of learning by doing.

O'Banion. Teachers for Tomorrow - Staff Development in the Community - Junior College. Tucson, Arizona: University of Arizona Press (1972).

This article summarizes the community college's needs, describes the major efforts in preservice and inservice training, and offers recommendations designed to meet the various needs of staff in the coming decade.

*O'Banion, Terry. "Patterns of Staff Development." New Directions for Community Colleges, 1 (Spring, 1973), 9-29.

Discusses criteria for improved preservice and in-service programs to assure the quality of community college instruction. The university and the two-year college role in improvement, the place of teaching degrees, federal and state support, and types of in-service programs are discussed. In effect, a general summary of Teachers for Tomorrow.

*O'Banion, Terry. "Staff Development for Student Development." Community College Frontiers, 2 (Winter, 1974), 12-20.

Adapted from an address at The International Institute on The Community College at Sarnia, Ontario, June, 1973. Discusses assumptions underlying the declared need for staff development, the inadequacy of present in-service programs, serious misconceptions about and misuses of staff development, and some "fragments of a conceptual model" for a staff renewal program. The latter articulates important points for a philosophy of staff development, balancing individual and institutional needs, leadership, and financing. An important supplement to Teachers for Tomorrow.

*O'Banion, Terry. "Teachers for Tomorrow: One Year Later." Community and Junior College Journal, 44 (November, 1973), 10-11.

Highlights important staff development events that have followed the publication of O'Banion's distinguished study, Teachers for Tomorrow: Staff Development Programs in the Community-Junior College. Reviews legislative developments on the state and national level, a focus on in-service education by old and new community college journals, the growth of in-service programs on local campuses, and new developments in the area of graduate preservice and in-service education.

People for the People's College: Community Junior College Staff Development (August, 1972). (ED 061 942)

Reviews and evaluates federal programs relating to the training and development of educational personnel. Report identifies personnel needs of community-junior college. Major topics:

1) Uniqueness of these colleges - reflected by their democratic-humanitarian principles.
2) Special students these colleges serve.
3) Need for more staff - who are qualified, competent, and dedicated.
4) Non-existent or inappropriate preservice and inservice education programs for staff.
5) Need for increased funding for imaginative and effective educational programs.

*Petty, Gary Frank. "A Practical Look at Management Personnel Development." Community and Junior College Journal, 45 (August-September, 1974), 16-18.

Underlines need for a "systematic, institution-wide effort to foster individual growth for all managers as decision-making practitioners at increasingly higher levels of responsibility." Presents the rational and objectives and proposed a systems approach for a community college management development program.

Richardson, Richard C., Jr. "Staff Development: A Conceptual Framework." Journal of Higher Education, XLVI (May-June, 1975), 303-311.

In days of growth, higher education administrators could effect change by growth, hence there was less need for programs in staff development. Since this is no longer possible, and since the author believes that very few if any institutions have a "conceptual framework" for staff development, this article addresses itself to establishment of such a framework. The author describes a six stage process, with its component elements sequentially and casually related. The process begins with exposing staff members to new theory and ideas. It continues with applying the new learning to the job. As a result "analysis and revision of administrative and governance structure" is possible, leading in turn to a reconsidering and "establishing goals and priorities for the institution." That in turn leads to individual goal setting, culminating in "evaluation and feedback." All stages need careful attention at all times, and despite their sequential relationship must also be seen as existing simultaneously. Some staff development practices, such as management by objectives, have failed because several stages the author believes necessary have been omitted.

Ritz, William C. et al. How to Conduct a Workshop. New York: Eastern Regional Institute for Education, 210 pp. (ED 065 486)

After three years of experience, the ERIC has produced a document describing a rationale for workshops which place emphasis on participant involvement; on planning, conducting, and evaluating workshops ranging from 15 to 500. Sections deal with inservice training, need for workshops, and description of the use of flowcharts.

Rogers, Ida Long. The Improvement of Instruction in Developing Junior Colleges. (ED 071 658)

The Fred Hardemann College attempted to improve instruction through a cooperative project with the faculty of George Peabody College for Teachers. Funded under Title III Higher Education Act, the program consisted of summer and extended study leaves, faculty attendance, consultation by visiting scholars and specialists, and professional meetings. Recommendations from visiting speakers emphasized education as opposed to training, and a more active participation by the learner.

The Role of the College Student Teaching Supervisor in Inservice Teacher Education (June, 1975), 1217. (ED 096 293)

Paper describes the traditional role the college student teaching supervisor plays and the disadvantages it has. Then the paper goes on to describe the new role he should play. It suggests cutting the amount of student-teacher conferences and increases the amount of time devoted to inservice teacher education.

*Samlin, J. R. "In-Service Education in American Public Junior Colleges." Doctoral dissertation, Illinois State University, 1967. Ann Arbor, Mich.: University Microfilms (Order No. 68-403).

Survey of 403 public community colleges to determine scope of in-service education efforts. Discovered serious deficiencies.

*Schafer, M. I. The Student Role of Teachers: Faculty Development in the Community College. Gainesville: University of Florida Institute of Higher Education, 1970. (ED 043 333)

Experts in the junior college in-service field suggest methods for in-service faculty improvements and list significant barriers to effective training.

*Schultz, Raymond E. "Low Turnover Creates Staff Development Problems." Community College Review, 1 (April, 1973), 22-28.

Sees the stabilization of community college staffs, after a decade of rapid expansion, changing the focus of staff development from orienting new personnel to keeping staff professionally vital. Presents guidelines for effective staff development and suggestions for implementing activities in the face of low turnover problems.

*Schwilck, Gene I., and Martin, Warren Bryan. "Danforth's Community College Institute." New Directions for Community Colleges, 1 (Spring, 1973), 31-39.

Describes the model Danforth Foundation Community College Institute designed to give college representatives (faculty and administrators) time, resources, and encouragement to solve a targeted campus problem. Notes problems faced by community colleges, the foundation's response to these problems, its workshop procedures, the participants' reports and plans for action, the follow-up and evaluation, and suggestions for other institutes.

Sheffield, Edward F. "Approaches (mostly elsewhere) to the Improvement of Higher Education." Improving College and University Teaching, XXI, 1 (Winter, 1973), 5-9.

Various research on Learning Centers in different parts of the world are described and briefly evaluated.

*Singer, Derek S. "Do We Need a Community College Institute?" Junior College Journal, 39 (October, 1968), 36-40.

Suggests the establishment of one or more graduate institutions for the preparation of new, and the refreshment of veteran, community-junior college instructors and administrators, to redress the lack of responsiveness of present colleges and universities to the requirements of two-year institutions. Lists emphases for a first-rate program, suggests subsidiary functions, and notes problems facing such an institute.

*"Some Perspectives on Staff Development." Community and Junior College Journal, 43 (October, 1972), 14-19.

Composed of a number of thumbnail sketches of staff development problems and programs. Contents include: "E.P.D.A. at a Community College," David M. Sims and Glen I. Bounds; "Priorities for Training Minority Staff," Howard Simmons; "Orienting Staff to College Goals," Virginia Keehan; "Training on the Multi-College District," R. Jay LeCroy; "Knowing the Student and the College," Wallace F. Cohen; "Training on a Junior College Campus," Peter D. Pelham; and "E.P.D.A. at the University of Iowa," Duane D. Anderson.

Southeastern Education Lab. Pathways to Better Schools - An Inservice Training Program, 3. Atlanta, Georgia: (March, 1970), 95. (ED 088 946)

This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to develop an inservice teacher program, and in applying for Title III funds. Included are instructions for a survey and an inventory of needs, suggestions for allocation of resources according to needs and establishment of priorities, and ways to implement the program.

Teaching and Learning for Educational Disadvantaged Students in Community Colleges (August, 1972). (ED 061 941)

Students, teachers, staff members discussing different topics related to the model of a "master college."

Tennessee State Department of Education, Center for In-Service Education. Final Report Evaluation, Vol. I and II, Pt. 1. (ED 090 216 and 218)

This document contains a model for planning, programming, and evaluating inservice education.

*Tiemann, E. F. Director's Evaluation Report. Higher Education Media Institute, the University of Texas at Austin, June 2-July 11, 1969. Austin: University of Texas, Visual Instructional Bureau, 1969. (ED 068 003)

Report on an institute for junior college and lower-division senior college teachers and administrators covering learning theories, graphics, media production, and instructional systems facilities design.

*Urban Education Institute, Director's Report, 1970-71. Pasadena, Calif.: Pasadena City College, 1971. (ED 077 912)

Report on the Urban Education Institute designed to provide part-time in-service education for community college personnel with the objectives of making them more aware and responsive to the needs of students from deprived backgrounds.

Vogler, Daniel E. Contemporary Ideas for Inclusion in In-Service Training. (ED 089 121)

This article contains guidelines for planning, organizing and conditioning in-service education. Pertinent information concerning vocational technical in-service education is presented. Questions are raised about priority, financing, and identification of needs.

*Wallace, Terry H. The Literature of Staff Development: Emphases and Shortcomings. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1974. (ED 094 822)

An in-depth critical analysis of the trends of research in staff development. Describes the major strengths and delineates significant gaps of the literature. The latter include the need for more data on in-service needs, on successful statewide and campus-wide models for staff development, and new solutions to funding problems.

"Wetzler, Wilson. "A Breakthrough for Faculty and Program Development." Junior College Journal, 40 (June-July, 1970), 13-15.

Reports on early progress in faculty and program development in Florida, after the passage of legislation to assign 3 percent of the total community college budget to those purposes. Presents the philosophy, outline, and procedures for implementating a development plan that evolved out of a conference of the Florida Association of Junior Colleges to give substantive direction for profitable use of the funds.

Wilson, Marian L. Inservice Educational Needs of Teachers, 6 pp. (ED 093 896)

This paper reviews the current research on the merits and failings of various forms of inservice teacher education. Points stressed were the need to consult teachers on their opinions of their educational needs. There is also a need for a greater variety of types and lengths of activities, measures to increase teacher motivation for continuous professional growth, and more inservice programs offered for graduate credits.

*Wilson, Richard E. Anatomy of a Workshop for In-Service Education Personnel. Mimeographed. Washington, D.C.: New Institutions Project of the American Association of Community and Junior Colleges (n.d.).

Summarizes the substance of an AAJC New Institutions Project Workshop for In-Service Educational Personnel dealing with the development, trends, and status of community colleges; the facilitation of student learning; the process of effecting change as the purpose of in-service education programs; techniques usable in the presentation of in-service programs; the relationship of in-service programs to

the objectives and functions of community colleges; the development of a model in-service program; and the evaluation of in-service programs.

*Wilson, Richard E. "Staff Development: An Urgent Priority." Community and Junior College Journal, 43 (June-July, 1973), 68-69.

Chiefly concerned with staff confusion and serious disagreements over the goals and purposes of the community college. Views comprehensive, continuing staff development as the solution of those crippling differences of opinion. Suggests AACJC can provide significant assistance in making in-service education a better and more common practice.

*Yarrington, Roger, ed. Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges. Washington, D.C.: American Association of Community and Junior Colleges, 1974.

Contains addresses by leaders in the field of in-service education considering present staff development issues, problems, programs, and progress. Contents include "A Futuristic Look at Training," William A. McClelland and David S. Bushnell; "Staff Development: A Priority on Persons," Terry O'Banion; "Governmental Actions Affecting Staff Development," Louis W. Bender; "College Environment as a Determinant in Staff Development," Charles C. Collins; "Differentiating Staffing Patterns and Potentials," Ervin Harlacher and Eleanor Roberts; "Work Experience as a Means of Preparation and Renewal," Arden L. Pratt; "Staff Development: A New Promise to the New Student," Connie Sutton; "Staffing to Meet the Needs of Spanish-Speaking Students," Alfredo G. de los Santos, Jr.; "Native American Staff: A Prerequisite to Successful Indian Education," P. E. Azure; "Developing Special Teaching Degrees," Arthur M. Eastman; and "A Role for the Discipline Organizations," Michael F. Shugrue.

*Yarrington, Roger, ed. "Facing the Critical Issues." Community and Junior College Journal, 44 (November, 1973), 8-9.

Review of some of the major issues facing staff development. Stresses the need for more agreement on what it is, who it is for, who should do what, how it should be done, and who should pay for it.

*Zion, Carol and Sutton, Connie. "Integrated In-Service Development." New Directions for Community Colleges, 1 (Spring, 1973), 41-51.

Description by its coordinators of Miami-Dade North's innovative approach to continual professional growth for its entire staff. Details on program assumptions, evolution, organization, offerings, administrative leadership, and results.

NATIONAL CONFERENCE
STRUCTURE
AND
EVALUATION

NATIONAL CONFERENCE ON PERSONNEL DEVELOPMENT

CHARLES R. DOTY
AND
RONALD GEPNER

The impetus for conducting the National Conference on Personnel Development for Post-Secondary Vocational and Technical Education Programs of Less Than Baccalaureate Degree was the response of the New Jersey State Department of Vocational Education, the Department of Vocational and Technical Education, Graduate School of Education, Rutgers-The State University of New Jersey and Mercer County Community College, Trenton, New Jersey, for accomplishing the specifications given in the New Jersey Statutes Annotated:

> 18A: 60-10 Career Development: Evaluation--Under guidelines established by the State Board of Higher Education it shall be the responsibility of the Board of Trustees and the President of each State and County college, in conjunction with their faculty to establish a formal procedure for the career development of all members of the professional staff including, but not limited to, a systematic and regular evaluation for the purpose of identifying any deficiencies, extending assistance for their correction and improving instruction.
> (L. 1973, c. 163, 5, eff. July 1, 1973.)

This law was preceeded by the more important I Regulations: 940 concerning professional development:

> Each community college shall maintain a program for orientation of new faculty and a continuing program of in-service training. (Wright and Dungan, 1973, 43)

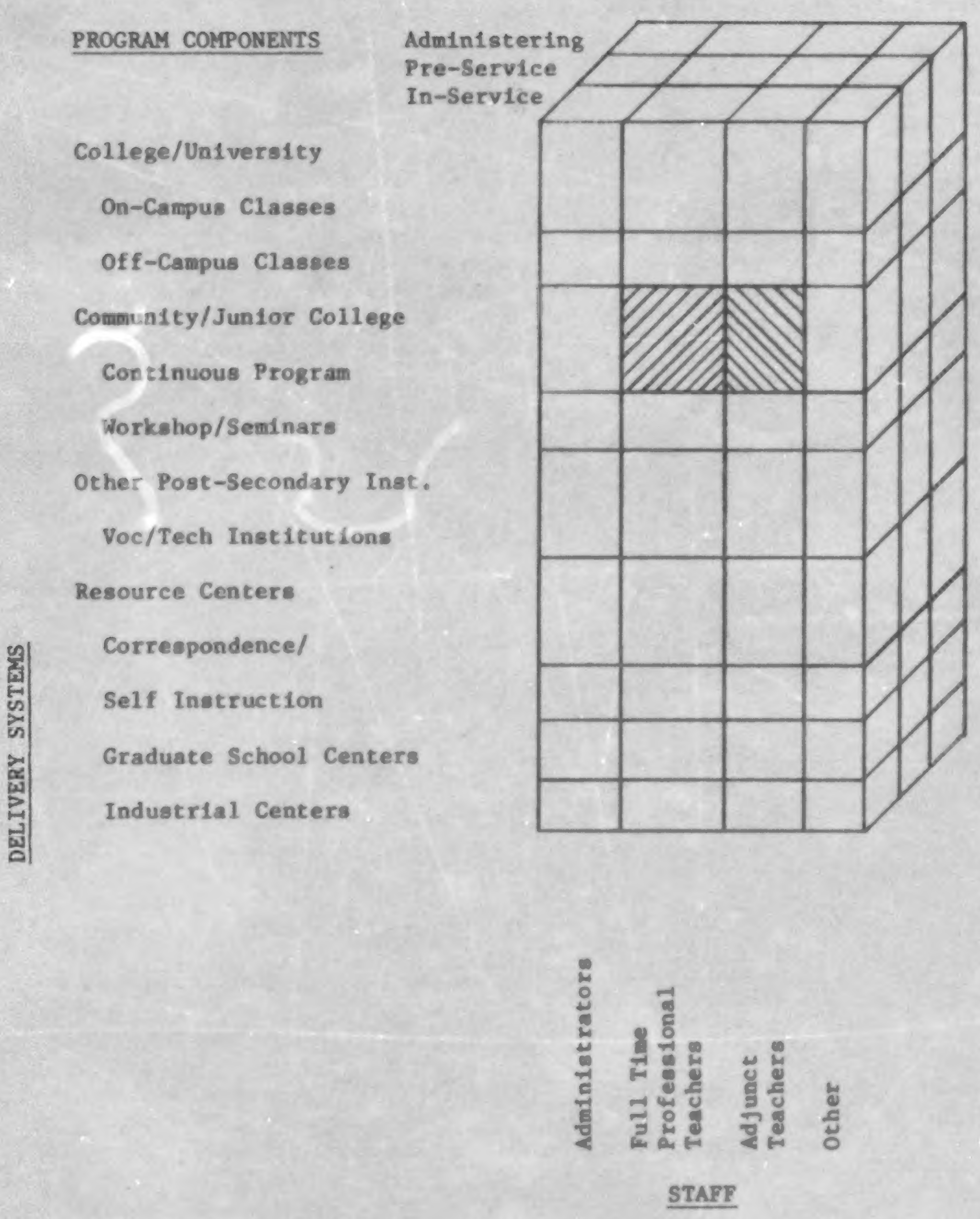
CONCEPTION

It was recognized that a new group of educators had emerged in the post-secondary education structure; namely, the community-junior college and, perhaps, in the adult education system supported by the secondary school system. This conception led the proposal writers and, eventually, the conference director to decide that this new group--if it existed in substantive numbers--should be the prime focus of the National Conference.

To determine if this idea was correct a national survey was conducted. The result was the location of approximately 80 on-going personnel programs with potential for yielding useful information. The institutions (all community-junior colleges) sponsoring the programs were then contacted to recommend a representative for each of the programs. These representatives were then invited to the Conference.

It should be noted that a matrix of personnel development components (see Figure 1) was designed on which to structure and delimit the Conference. The cross-hatched cells represent that portion selected, i.e. continuous staff development programs offered in community-junior colleges for full-time professional staff and adjunct faculty. The administering aspect was also considered because the participants stressed the administrative decisions necessary to implement and maintain the programs. The pre-service and in-service program components were both studied because they are part of a continuous process and should not be separated.

The Conference meeting itself was designed to provide the participants the opportunity to: (1) meet each other; (2) exchange written reports; and (3) most important, to summarize their ideas and information


PROGRAM COMPONENTS
Administering
Pre-Service
In-Service
College/University
On-Campus Classes
Off-Campus Classes
Community/Junior College
Continuous Program
Workshop/Seminars
Other Post-Secondary Inst.
Voc/Tech Institutions
Resource Centers
Correspondence/
Self Instruction
Graduate School Centers
Industrial Centers
DELIVERY SYSTEMS
Administrators
Full Time Professional Teachers
Adjunct Teachers
Other
STAFF

MATRIX OF PERSONNEL DEVELOPMENT

FIGURE 1

by answering questions designed to give structure to their responses. These questions were re-stated in terms of specific behavioral outcomes expected of the participants.

The following sections should give the reader the essence of the Conference without going into unneeded detail, e.g. transcripts of all welcoming addresses, jokes, etc. These sections are the conference objectives, logistics, criteria for program and representative selection, and, last, the work information packet used to structure the Conference meeting.

CONFERENCE OBJECTIVES

Based upon the EPDA specifications for the Conference and the inputs of the advisory committee the objectives stated for this Conference were to:

1. Identify exemplary personnel programs for post-secondary vocational and technical education throughout the nation. The emphasis will be on those programs being conducted within institutions such as community and junior colleges. University and four year college programs will be examined only if recommended as integral parts of the post-secondary personnel development program.
2. Invite representatives who are experienced in conducting these programs. The representatives must prepare a written report describing their program for dissemination and discussion at the conference.
3. Conduct a minimum three day meeting in which the participants would exchange reports, both written and oral, to become aware

of other systems used to upgrade staff.

4. Prepare video recordings of experts in staff development for dissemination to users.

5. Publish review and synthesis papers on specialized aspects of personnel development, e.g. recruiting, selecting, orienting (pre-service education), in-service education, and retiring. (Note: retirement was deleted when later found to be of no interest to participants.)

6. Publish a description of exemplary programs for preparing full-time professional and adjunct personnel which will be useful for establishing and maintaining professional staff development programs.

7. Conduct an evaluation after the Conference meeting to determine what the participants have done as a result of attending the Conference and receiving the reports disseminated at the Conference. This evaluation will be conducted a minimum of two months after the conference meeting. This time lag is due to the fact that the Conference is an intervention strategy designed to change the competencies of those planning and conducting staff development programs.

Before giving the Conference objectives, etc., it might be appropriate to examine the charge given to the participants by Dr. Henry Tornell:

> You are regarded as experts in the emerging field of personnel development for post-secondary education of less than baccalaureate degree. Your numbers are few!
>
> What you are expected to do at this Conference is to consolidate your knowledge and ideas by answering the questions designed for your assigned work group. The major impact of this conference will be in the national dissemination of the papers you have written, the answers you supply in responding to the questions and the video recordings of your presentations.

The major question for this Conference is, "How do you provide pre- and in-service education for instructional personnel for post-secondary vocational and technical educators?" I want to add another question for your consideration, "What must be done on the state and Federal level to facilitate quality, continuous personnel development programs?"

You have the opportunity at this National Conference to help every person who is providing or planning to provide personnel development for post-secondary educators. You also have the opportunity to explain to state and Federal officials what is needed to support such programs.

CONFERENCE LOGISTICS

To achieve the objectives stated for the Conference a flow chart was planned. This flow chart is self explanatory (see Figure 2) and is given for the person who might wish to plan a similar conference.

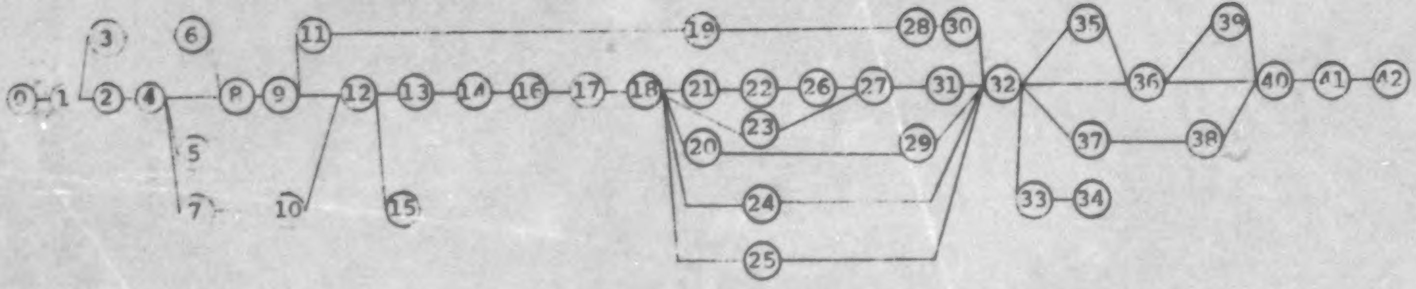

3
6
11
19
28
30
35
39
0
1
2
4
8
9
12
13
14
16
17
18
21
22
26
27
31
32
36
40
41
42
23
5
20
29
37
38
7
10
15
24
33
34
25

FIGURE 2. FLOW CHART

DATE	EVENT	DESCRIPTION
3/15/75	0	Request for Proposal
3/28/75	1	Proposal Written
3/28/75	2	Proposal Submitted to the New Jersey Department of Education
4/30/75	3	Conference Assistant Recruited
7/01/75	4	Proposal Funded
8/01/75	5	College Fiscal Procedure Checked
8/01/75	6	Conference Assistant Applicants Screened
8/01/75	7	Secretary Recruited
9/01/75	8	Conference Assistant Begins
9/12/75	9	Sources Identified, e.g. AACJC, AVA, ATEA
9/12/75	10	Secretary Begins
9/14/75	11	Computer Search
9/15/75	12	Data on States Secured
9/18/75	13	Advisory Committee Meeting
9/20/75	14	States Identified
9/22/75	15	College Facilities Reserved
10/01/75	16	Institutions Identified
10/15/75	17	Potential Participants Identified
10/30/75	18	Participants Selected
11/05/75	19	Consultants and Key Note Speakers Confirmed to Write Papers, e.g. Review of Literature (Moved to 10/01/75)
11/10/75	20	Conference Chairman Confirmed
11/10/75	21	Staff Development Plans of States and Institutions Obtained
11/20/75	22	Taxonomic Structure Established

DATE	EVENT	DESCRIPTION
11/29/75	23	Conference Teams Defined
12/10/75	24	Hotel Reservations Confirmed
12/10/75	25	Transportation Confirmed
12/15/75	26	Advisory Committee Meeting
12/20/75	27	Program Format Established
1/01/76	28	Consultant Papers Completed
1/10/76	29	Conference Chairmen Oriented
1/15/76	30	Conference Materials Available, e.g. Folders, Name Tags
1/15/76	31	Conference Papers Duplicated
1/18/76 through 1/22/76	32	Conference
1/28/76	33	Expense Accounts Received
2/10/76	34	Expense Checks Mailed
2/15/76	35	Chairmen Submit Reports
2/25/76	36	Conference Materials Read
2/25/76	37	Audio and Video Recordings Edited
3/15/76	38	Audio and Video Recordings Duplicated
3/30/76	39	Follow Up Evaluation of Conference
4/15/76	40	Rough Draft of Report
5/18/76	41	Publication Completed
5/20/76	42	Conference Report Disseminated

CRITERIA FOR SELECTION OF PROGRAMS

The specific criteria used to select programs for this Conference were that:

1. The program be an on-going and continuous program.
2. The program be recommended by state department personnel.
3. The program be one offered by the post-secondary institutions itself, not by a four-year college or university. The latter were considered only when recommended as an integral part of the program.
4. The institution recommend a person to represent the program at the Conference.

CRITERIA FOR REPRESENTATIVES

The specific criteria used to select representatives of staff development programs for the Conference were:

1. That the person be directly involved in an on-going personnel development program--not an intermittent situation.
2. That the person be recommended by state department level officials and/or post-secondary institutions of less than baccalaureate degree.
3. That the person would attend the Conference for the full duration of the Conference.
4. That the person would write a report of the personnel development program utilized in their institution and/or prepare a paper agreed upon by the Conference Director.

5. University or four-year colleges were to be represented only if recommended by a post-secondary institution of less than baccalaureate degree and were providing personnel services to the institution.

NATIONAL CONFERENCE ON PERSONNEL DEVELOPMENT FOR POST-SECONDARY VOCATIONAL AND TECHNICAL PROGRAMS OF LESS THAN BACCALAUREATE DEGREE

WORK INFORMATION PACKET

- CONFERENCE WORK GROUPS
- ROOM ASSIGNMENTS
- GUIDELINES TO CHAIRPERSON/REPORTER/RECORDER
- WORK SESSION EXPECTATIONS
- ASSIGNMENT OF GROUP WORK SHEET ITEMS
- GROUP WORK SHEET
- SAMPLE QUESTIONS FOR CONFERENCE

CONFERENCE WORK GROUPS

GROUP 1

ADMINISTRATION

* Edwin L. Biggerstaff, Chairperson
* Gene Schorzmann, Reporter
Francis A. Sakiey, Recorder
C. Lonnie Johnson
William Allen
Oscar W. Lever
Edward C. Mann

GROUP 2

PRE-SERVICE

John Tirrell, Chairperson
Eugenio A. Basualdo, Reporter
Vernon G. Crawley, Recorder
* Patricia N. Hruby
George L. Layton
* Michael N. Sugarman
Walter Weffenstette

GROUP 3

IN-SERVICE EDUCATION

* Beverly Hawkins, Chairperson
John Kotula, Reporter
Robert W. Harris, Recorder
Donald G. Bass
Homer E. Bolen
Peter Burnham
Patricia A. Hall
Douglas C. Gordon
Rebecca Johnson
Michael McCall
* Harmon B. Pierce (N.P.)
William F. Schallert
* George Storm
* Muriel Vollum (N.P.)

GROUP 4

NON-TRADITIONAL

Edmond A. Watters, III, Chairperson
* Richard P. Smith, Reporter
John V. Santosuosso, Recorder
Orval Bradley
Jim Childers
* Alberta Goodman
Roger W. Haskell
Vernon A. Magnesen
* Joseph Seidlin (N.P.)
*

CONFERENCE WORK GROUPS

GROUP 5

ADJUNCT FACULTY

Richard DeCosmo, Chairperson

* James L. Hoerner, Reporter

Ronald Gepner, Recorder

* Virgil D. Hoover

* Michael H. Parsons

Eugene S. Peck

* Michael Schafer

GROUP 6

RANK/EXPECTATIONS

* William O. Gall, Chairperson

Terry Ludwig, Reporter

Charles R. Doty, Recorder

* John P. Birkholz

John W. Glenn, Jr.

* James O. Hammons

James Lucas

CONFERENCE ADVISORY COMMITTEE

John K. Coster

Joseph Dzurenda

Dean Griffin

Daniel E. Koble, Jr.

Duane M. Neilson

Albert J. Riendeau

Kenneth G. Skaggs

Muriel S. Tapman

Henry Tornell

William Wenzel

* Papers to be reviewed by Group

N.P. Not present at Conference but submitted a paper

NOTE: The Group may review additional papers if time permits. Additional papers may be selected from all papers submitted to the Conference.

GUIDELINES TO CHAIRPERSON/REPORTER/RECORDER

CHAIRPERSON

Your primary responsibilities will be to keep your group concentrating on the items of the Group Work Sheet and follow the time schedule given on the Work Session Expectations.

Select as quickly as possible a group representative to give a summary at the Conference Group Report Session. Give the representative's name to Ronald Gepner.

Because you do not have to write any reports or operate an audio recorder, you should be able to direct the group, as well as contribute to the discussion.

REPORTER

You are to submit to Ronald Gepner a report of your group results by February 6, 1976. Please obtain the audio cassettes from your group recorder and return these cassettes to Ronald Gepner with the report.

RECORDER

Your responsibility is to obtain a cassette recorder in the Television Studio (Room LO-11) and tapes. You will need the following number of tapes for each session:

Monday	1:30 - 4:00	Session 2	2 Cassette Tapes
Tuesday	10:35 - Noon	Session 3	1 Cassette Tape
	1:30 - 3:30	Session 4	2 Cassette Tapes
Wednesday	8:30 -10:30	Final Work Session	2 Cassette Tapes

RECORD ON EACH TAPE THE FOLLOWING:

Group:

Day:

Time:

Session Number:

Give the cassette tapes to your group reporter at the end of each session.

WORK SESSION EXPECTATIONS

Monday 11:00 - Noon First Work Session

Each participant will introduce himself and give a five-minute presentation on their paper/staff development program/service to post-secondary personnel development.

1:30 - 4:00 Second Work Session

Scan the Group Work Sheet and corresponding questions on the Sample Questions for the Conference. Select a person from your group to give a summary at the Conference Group Report Session (the summary will be a ten-minute oral report). Examine and begin responding to the specific items on the Group Work Sheet designated for your group.

Tuesday 10:35 - Noon Third Work Session

Final session to complete responses to items on the Group Work Sheet.

1:30 - 3:30 Fourth Work Session

Review major papers assigned to your work group (see asterisks on Conference Work Groups).

Wednesday 8:30 - 10:30 Final Work Session

Summarize results concerning items on the Group Work Sheet for reporting at the Conference Work Group Report session. Summarize conclusions and recommendations derived from your group's review of the major papers concerning personnel development.

10:45 - Noon Conference Work Group Reports

Each group representative will summarize the results within a maximum of ten minutes (the Group I representative will be first).

ITEMS COMPLETED	POINTS SCORED	PAPERS REVIEWED	POINTS SCORED
1- 5	30	1	30
6-10	40	2	40
11-15	50	3	50
16-20	60	4	60
OVER 20	70	OVER 4	70

NOTE: FOR ITEMS HAVING MORE THAN ONE PART, EACH PART MAY BE CONSIDERED ONE ITEM.

SUPER GROUP OVER 100	TOO MUCH! DON'T YOU EVER TAKE A BREAK?
100	
90	WOW! WE ARE IMPRESSED!
80	
70	GOOD WORK.
60	
50	NOT BAD.
40	
30	TOO MUCH SIGHT-SEEING IN ST.LOUIS.
20	
10	SHOULD HAVE STAYED HOME.

WHAT DID YOUR GROUP SCORE?

(The person who presents their group's summary at the Conference Group Report Session can let the rest of the participants know.)

ASSIGNMENT OF GROUP WORK SHEET ITEMS

GROUP I Administration

Items 1-6 and 37-45

GROUP 2 Pre-Service

Items 7-14

GROUP 3 In-Service

Items 21-36

GROUP 4 Non-Traditional

Items 15-20

GROUP 5 Adjunct

Items 7-14 and 35, 39, 40

GROUP 6 Rank/Expectations

Items 32, 37, and 38

NOTE: If time permits, groups may respond to items in addition to those assigned.

GROUP WORK SHEET

NOTE: These items are numbered to correspond to the numbers on the Sample Questions for the Conference.

PRE-SERVICE

General Questions:

1. A minimum of five major problems in instituting pre-service education are to be identified in order of priority, one being high and five being low. A statement of rationale, i.e. data, sources for each problem is to be given.
2. Based on the answer to question 1, state specifically what question(s) need to be answered concerning priority problem number one. If there are sources one may find to help solve these problems/questions, list these.
3. State the objectives that each level (national, state and local) should have for developing and/or maintaining continuous personnel development programs.
4. A) A minimum of five pre-service education services that a university may offer are to be identified in order of priority, one being high, etc.

   B) A statement of the need for each of these services is to be given.

   C) A statement for implementing each of the services is to be given for each.

   D) A statement of how the post-secondary institution can best utilize each service provided by the University is to be given.

5. List a minimum of five specific ways in which your college should utilize its own staff expertise in personnel development.

6. A) List a minimum of five types of input concerning personnel development that the staff should give to the administration.

   B) List a minimum of five types of input concerning personnel development that the administration should give to the staff.

RECRUITING

7. List a minimum of five improvements that can be made in the staff recruitment process and rank these in priority, one being high.

8. A) List the criteria used for achieving affirmative action in staff recruitment.

   B) Rank order the criteria most effective (one being most effective).

9. A) List the criteria established for recruiting adjunct staff, i.e. degree, experience. Rank order the criteria according to their importance, one being highest.

   B) List the criteria established for recruiting professional staff. Rank order the criteria according to their importance, one being highest.

SELECTING

10. A) What specific evidence of teaching competence is presented before a faculty member is hired?

    B) What specific evidence of teaching competence should be presented before a faculty member is hired?

11. Does peer evaluation enter into the hiring process? Should a greater amount of peer evaluation enter into the hiring process?

12. List the criteria used for achieving affirmative action in staff selection. Rank order the criteria most effective (one being most

effective).

13. A) What personnel programs exist which have provision to develop highly specialized teachers into multi-talented teachers.

B) What problems exist for developing highly specialized teachers into multi-talented teachers.

C) What criteria can be used to select multi-talented teachers?

14. A) List the criteria established for selecting adjunct staff, i.e. degree, experience.

B) Rank order the criteria according to their importance, one being high.

C) List the criteria established for selecting professional staff.

D) Rank order the criteria according to their importance, one being high.

ORIENTING

15. A) What personnel programs exist which orient staff to help provide educational opportunity for the disadvantaged and minorities?

B) What specific skills should be developed in staff to help provide educational opportunity for the disadvantaged and minorities?

16. A) List techniques which have been successful in developing staff acceptance of institutional philosophy, goals and objectives.

B) List techniques which have been unsuccessful in developing staff acceptance of institutional philosophy, goals and objectives.

17. A) What are a minimum of five priority areas of information necessary for new post-secondary vocational and technical instructors?

B) What are the essential attitudes necessary for new post-secondary vocational and technical instructors?

C) What are the most essential technical skills necessary for new post-secondary vocational and technical instructors?

D) What are the most essential teaching skills necessary for new post-secondary vocational and technical instructors?

18. A) List five specific recommendations for providing part-time students with adequate counseling.

B) List five specific recommendations for providing part-time students with adequate instruction.

C) List five specific recommendations for providing part-time students with administrative services.

19. A) List the essential skills required by new staff for student advisement that should be emphasized in an orientation.

B) List the ways that essential skills for student advisement can be taught to staff in the orientation process.

20. List a minimum of five ways experienced staff members can assist in orienting new staff members.

IN-SERVICE

General Questions

21. A minimum of five major problems in instituting in-service education are to be identified in order of priority, one being high. A statement of rationale, i.e. data, sources for each problem is to be given.

22. Based on the answers to question 21, state specifically what question(s) need to be answered concerning priority problem number one.

23. A) What short-term improvements in staff are expected due to in-service staff development programs?

    B) What are the long-term improvements in staff expected due to in-service staff development programs?

24. State the objectives that each level (national, state and local) should have for developing and/or maintaining continuous personnel development programs.

25. A) A minimum of five in-service education services that a university may offer are to be identified in order or priority, one being high.

    B) A statement of the need for each of these services is to be given.

    C) A statement for implementing each service is to be given for each.

    D) A statement of how the post-secondary institutions can best utilize each service provided by the University is to be given.

26. List a minimum of five specific ways in which your college should utilize its own staff expertise in its personnel development program.

27. A) List a minimum of five types of input concerning personnel development that the staff should give to the administration.

    B) List a minimum of five types of input concerning personnel development that the administration should give to the staff.

28. List and rank order (one being high) a minimum of five specific demands that faculty express for in-service education.

29. A) List the problems due to collective bargaining on faculty development programs.

B) List solutions for these problems.

30. Describe three of the best motivational techniques to ensure faculty participation in the developmental program.

31. A) List the changes expected in instructional staff due to an in-service personnel development program.

B) Select one mode of delivery for each change listed above which will best ensure this expected change.

32. What are the top ten pedagogical skills needed to be emphasized in the in-service program for instructional staff?

TEACHING

33. What in-service education has been developed to encourage experienced staff to use new modes of instruction?

34. What in-service education has been developed to re-orient staff from "ideal" class size to large-group instruction?

35. A) What are the unique problems of the evening adjunct faculty?

B) Provide one in-service educational technique for solving each of the problems listed above.

36. A) What personnel programs exist which have provision to develop highly specialized teachers into multi-talented teachers?

B) What problems exist for developing highly specialized teachers into multi-talented teachers?

ADMINISTERING

37. What are the different expectations between full professor, associate professor, assistant professor, instructor, assistant instructor, teaching aide, technical assistant, and adjunct faculty?

38. What information should be included in a written plan for improvement which makes clear what faculty must do to advance to the next

academic rank/salary range?

39. A) List five specific recommendations for providing part-time students with adequate counseling.

B) List five specific recommendations for providing part-time students with adequate instruction.

C) List five specific recommendations for providing part-time students with administrative services.

40. A) What are the unique problems of the evening adjunct faculty?

B) Provide one in-service education technique for solving each of the problems listed above.

41. How do you obtain the support and money required to implement a staff development program?

42. What percentage of the college budget is set aside for staff development?

43. In your personnel development program, what components were mandated by state legislation?

44. List a minimum of five specific ways in which your college should utilize its own staff expertise in its personnel development program.

45. What means are provided to evaluate the effectiveness of the personnel development program?

SAMPLE QUESTIONS FOR CONFERENCE

PRE-SERVICE

General Questions:

1. What are the overriding problems in instituting pre-service education, problems both indigenous to the attempt and problems unique to, or characteristic of, this point in the history of post-secondary education?

2. What do you see as the important question that needs to be answered regarding staff development?

3. How shall we design national, state, and local staff development programs, both comprehensive, continuous ones and those targeted to solve special problems and meet special needs?

4. To what extent and how should university training be implemented in the staff development program?

5. To what extent is a college's own staff expertise utilized in staff development?

6. Should input into staff development be from faculty to administration or administration to faculty?

Recruiting:

7. What improvements can be made in the staff recruitment process?

8. What plans have been initiated for achieving affirmative action in recruiting and selecting staff?

9. What criteria are established for employment of professional and adjunct staff; i.e. appropriate degree, practical experience, etc.?

Selecting:

10. Is evidence of good teaching competencies presented before a faculty member is hired?

11. Does peer evaluation enter into the hiring process?

12. What plans have been initiated for achieving affirmative action in recruiting and selecting staff?

13. What staff development programs can be developed which will facilitate the use of multi-talented persons vs. highly specialized teachers?

14. What criteria are established for employment of professional and adjunct staff; i.e. appropriate degree, practical experience, etc.?

Orienting:

15. Should a staff development program include some kind of orientation to help facilitate educational opportunity for the disadvantaged and minorities? (A majority of students in this category who attend college go to two-year institutions.)

16. How do the staff development goals relate to the institutional and department goals, objectives and philosophy?

17. What information, skills and attitudes are necessary for new post-secondary vocational and technical teachers?

18. Since part-time enrollment now outweighs full-time enrollment, are teaching staff, counselors and administrators adequate to give the part-time students the attention they deserve?

19. How are staff oriented into the process of student advisement, placement, and other non-teaching functions that deal with students?

20. What role does the experienced staff member play in the orientation of a new staff member?

IN-SERVICE

General Questions:

21. What are the overriding problems in instituting in-service education, problems both indigenous to the attempt and problems unique to, or characteristic of, this point in the history of post-secondary education?

22. What do you see as the important question that needs to be answered regarding staff development?

23. What short-term and long-range improvements in staff are expected due to in-service staff development programs?

24. How shall we design national, state, and local staff development programs, both comprehensive, continuous ones and those targeted to solve special problems and meet special needs?

25. To what extent and how should university training be implemented in the staff development program?

26. To what extent is a college's own staff expertise utilized in staff development?

27. Should input into staff development be from faculty to administration or administration to faculty?

28. What is the nature and scope of faculty demand for in-service education?

29. What problems or procedures exist regarding the effects of collective bargaining on a faculty development program?

30. How are staff motivated to participate in staff development programs?

31. What modes of delivery are used; e.g. internships, cooperative programs, field visits, etc.?

32. What are the specific pedagogical skills needed by the instructional staff?

Teaching:

33. How do experienced staff learn of new modes of instruction, new technology, testing procedures, evaluation processes, etc.?

34. What provisions have been made to re-orient staff from "ideal" class size to large group instruction?

35. Are evening staff functions equivalent to day staff functions; i.e. meetings, services, indirect teaching functions, etc.?

36. What staff development programs can be developed which will facilitate the use of multi-talented persons vs. highly specialized teachers?

Administering:

37. What are the different expectations between full professor, associate professor, assistant professor, instructor, teaching aide, technical assistant, and adjunct faculty?

38. Are staff members provided with a written plan for improvement which makes clear what they must do to advance to the next academic rank?

39. Since part-time enrollment now outweighs full-time enrollment, are teaching staff, counselors, and administrators adequate to give the part-time student the attention he deserves?

40. Are evening staff functions equivalent to day staff functions; i.e. meetings, services, non-teaching functions, etc.?

41. How do you obtain the support and money required to implement a staff development program?

42. What percent of the college's budget is set aside for staff development?

43. To what extent does state law enter into staff development plans?

44. To what extent is a college's own staff expertise utilized in staff development?

45. What means are provided to evaluate the effectiveness of the personnel development program?

NATIONAL CONFERENCE EVALUATION

Ronald Gepner
Mercer County Community College

As described earlier, one of the planned benefits to be derived from the Conference was the dissemination of feedback obtained from the participants. This feedback was gathered by use of the post-conference questionnaire which was administered three months after the conclusion of the Conference. Eighty-five percent of the instruments sent to the participants were returned in time to be included in this report. Hopefully, the information presented can be used as an aid in planning future conferences and give greater direction to staff development activities.

Some perception of the areas of greatest interest among the participants can be obtained by noting the subject matter of the twelve most read and/or duplicated conference papers. Specifically, the areas of greatest interest were as follows: (all percentages rounded off)

Faculty Development Discussion; and Teaching Strategies . . .	82%
Non-Traditional Students	72%
Adjunct Faculty	72%
Annotated Bibliography	64%
Comprehensive On-Going Staff Development Programs	64%
New Faculty Evaluation and Orientation Program	64%
Faculty Evaluations; and Competence Based Personnel Development	61%
On-Going Campus-Wide Human Development Program	61%

Item 2 on the questionnaire was used to determine who received Conference information. A tabulation of the item 2 responses follows:

(a) To whom did you have to report following the Conference?

1. President	21%
2. Vice President	18%
3. Dean	26%
4. Other Administrator	5%
5. Professional Development Committee	13%
6. Faculty	8%
7. No One	9%

(b) Did you prepare a written report for your institution after the Conference?

Yes 50% No 50%

(c) Who did you discuss the Conference with upon your return from St. Louis? (Other than persons to whom you were required to report.)

1.	President	16%
2.	Vice President	12%
3.	Dean	24%
4.	Other Administrator	20%
5.	Professional Development Committee	12%
6.	Faculty	16%
7.	No One	0%

(d) To whom did you distribute copies of Conference materials?

1.	President	8%
2.	Vice President	12%
3.	Dean	31%
4.	Other Administrator	6%
5.	Professional Development Committee	23%
6.	Faculty	15%
7.	No One	5%

Item 3 on the questionnaire was used to determine what changes were initiated at each participating institution. A tabulation of the item 3 responses follows:

(a) Was there any action taken as a result of your participation in the Conference?

Yes 82% No 18%

(b) Do you plan to implement any changes in your program?

Yes 100% No 0%

(c) Where action taken or planned was not a result of Conference participation, it was a result of action initiated prior to the Conference.

(d) Specific changes being made as a result of the Conference are:

1. A change in format or delivery of program, or a change in the goals of the program 42%

2. Improved coordination of staff development activities 42%

3. Initiated funding and organization for a personnel development program 16%

(e) Specific changes planned as a result of the Conference are:

1. An increase in staff development activities 43%

2. Greater faculty involvement 36%

3. Plans for a full-time staff development person . . . 7%

4. Improved staff evaluation system 7%

5. Improved adjunct faculty development 7%

(f) Do you believe the planned changes (resulting from the Conference) will be implemented?

Yes 87% No 0% Partially 13%

(g) Major obstacles to implementing the planned changes are:

1. Money 33%

2. Time 33%

3. Separation of staff development and evaluation . . . 33%

Item 4 was designed to find the degree to which the Conference has helped to establish contact between persons interested in staff development throughout the country. It was found that 50% of the respondents did contact at least one other Conference participant to seek information.

Items 5, 6 and 7 sample the degree to which participants feel the necessity of a follow-up conference. The results are as follows:

5. Is a follow-up conference really needed?

Yes 75% No 25%

6. Would you attend a follow-up conference?

Yes 92% No 8%

7. Do you know of other persons who would attend a follow-up conference?

Yes 62% No 38%

Items 8, 9, 10 and 11 solicited feedback which helped to evaluate the Conference and provide valuable suggestions for improving future conferences. The responses in regard to an overall evaluation on the scale of 0 to 10 (10 being high) were as follows:

0 to 6	0%
7	23%
8	42%
9	23%
10	12%

Factors which rated high were:

1.	Scheduling; implementation; sense of purpose, organization; and goals	21%
2.	Participants	21%
3.	Group Sessions	21%
4.	Papers	15%
5.	Informal meetings during the evening	15%
6.	Speakers (some)	7%

Factors which rated low were:

1.	Facilities, location, weather, time of year, comfort	30%
2.	Too much work in too little time	20%
3.	Some speakers	15%
4.	Video taping and audio taping	10%
5.	Lack of structure and direction for groups	10%
6.	Too structured	5%

7.	Pre-selection of groups	5%
8.	Method of breaking ice	5%

The following suggestions for improvement or emphasis at a follow-up conference were made:

1.	Provide more opportunity for free interaction among participants	21%
2.	Provide more specific objectives	15%
3.	Provide a more comfortable setting for the meeting place	12%
4.	Spend more time on basic staff development activities and problems	9%
5.	Plan for more time to accomplish all the objectives	9%
6.	Fewer speakers	9%
7.	Eliminate the video taping	6%
8.	Do not limit the groups to too specific an area	6%
9.	Eliminate "drop-ins" who interfere with the group proceedings	3%
10.	Allow participants to rotate groups in order to get a better feel of areas being discussed	3%
11.	Try to match the interests of the participant with the interest of the group	3%
12.	Disseminate the papers ahead of time	3%
13.	Other comments	1%

Summary and Evaluation

The greatest areas of interest were found to be: (1) non-traditional students, (2) adjunct faculty, (3) exemplary programs of on-going staff development including human development, and (4) faculty evaluations as related to staff development. These areas may be expanded upon during future conferences.

Although there appears to be a wide range of college personnel who are likely to be involved with staff development, the Deans and the staff development committee appear to be most involved according to our nation-wide sample.

In evaluating the Conference, it is significant that 85 percent of the respondents stated that action has been taken as a result of participation in the Conference. It is also significant that 100 percent of the participants plan to implement changes in the near future. The four areas of implemented or planned change most stated are: (1) a change in format, delivery, funding, goals, organization or coordination, (2) increased staff development activities, (3) great faculty involvement, and (4) improved adjunct faculty development. The three major obstacles to be overcome in implementing these changes are shortage of funds, lack of time, and difficulty in separating staff development from evaluation.

Other positive factors in the evaluation were found to be the increased post-conference communication between participants and the fact that 92 percent of the participants indicated that they would be willing to attend a follow-up conference. An average rating of 8.24 on a scale of 0 to 10 indicated a favorable evaluation by the participants.

Based upon the specific Conference factors which were rated by the participants as high or low, and on the participants' suggestions, a follow-up conference should:

1. be highly organized, but provide time for free interaction among participants,
2. allow enough time to accomplish all the objectives,
3. assign participants to groups according to common interests, provide them with specific goals and related papers and information before the conference,
4. conduct the conference in a comfortable atmosphere at a date and location convenient to those who attend, and
5. concentrate on discussing the real issues and avoid distractions, speakers, and video taping.

NATIONAL CONFERENCE ON PERSONNEL DEVELOPMENT FOR
POST-SECONDARY
VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS
OF
LESS THAN BACCALAUREATE DEGREE

It has been more than two months since the National Conference in St. Louis, Missouri. As you know, the Conference was designed as a change strategy. You now have the opportunity to give us some measure of your use of the materials distributed at the Conference and specific changes you have implemented as a result of the Conference.

Thank you for your cooperation at the Conference and for completing the enclosed questionnaire. The immediate return of this instrument in the enclosed, stamped envelope will be greatly appreciated.

Sincerely,

Ron Gepner
Charles R. Doty
Conference Director

RG/db

P.S. If a follow-up conference was funded, please note that question 11 asks: "What improvements and emphasis should be made for a follow-up conference?"

Enclosures

NATIONAL CONFERENCE ON PERSONNEL DEVELOPMENT FOR
POST-SECONDARY
VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS
OF
LESS THAN BACCALAUREATE DEGREE

1. To determine what you did with the program descriptions and review and synthesis papers, we are asking you to check the following:

PROGRAM DESCRIPTION/PAPER AUTHOR	READ	DUPLICATED FOR DISSEMINATION		COMMENTS
		ENTIRE	PARTIAL	
Basualdo, G. & Mann, F.				
Bass, Donald				
Birkholz, J. & Williams, D.				
Burnham, Peter				
DeCosmo, Richard				
Gall, William				
Goodman, Alberta-Program				
Goodman, Alberta-"Non-Traditional"				
Gordon, Douglas				
Hammons, James				
Harris, D. & Parsons, M.				
Harris, R. & Sakiey, F.				
Hawkins, Beverly				
Hoerner, James				
Hoover, Virgil				
McCarter, W. R. & Grigsby, C. E.				

PROGRAM DESCRIPTION/PAPER AUTHOR	READ	DUPLICATED FOR DISSEMINATION		COMMENTS
		ENTIRE	PARTIAL	
Johnson, C. L. & Klabenes, R.				
Koble, Daniel				
Koltai, L. & Allen, W.				
Kotula, John				
LeCroy, Jan				
Lever, Oscar				
Ludwig, Terry				
Magnesen, V. (Triton)				
Pierce, Harmon				
Schafer, Michael				
Schorzmann, Gene				
Seidlin, Joseph				
Skaggs, Kenneth				
Smith, Richard				
Storm, George				
Sugarman, M. & Charles, J.				
Tirrell, John				
Vollum, Muriel				
Watters, E. & Muzic, V.				

2. To determine who received the Conference information, please check the appropriate items:

(a) To whom did you have to report following the Conference?

_____1. President

_____2. Vice President

_____3. Dean

_____4. Other (please specify)________________________________

_____5. No one

(b) Did you prepare a written report for your institution after the Conference?

_____Yes

_____No

(c) Who did you discuss the Conference with upon your return from St. Louis? (Other than persons to whom you were required to report.)

_____1. President

_____2. Vice President

_____3. Dean

_____4. Other (please specify)________________________________

_____5. No one

(d) To whom did you distribute copies of Conference materials?

_____1. President

_____2. Vice President

_____3. Dean

_____4. Other (please specify)________________________________

_____5. No one

(e) If you disseminated Conference materials to persons outside your institution, please give their names and institutions.

____

____

____

____

____

____

3. To determine what changes you initiated at your institution, please answer the following:

(a) Was there any action taken as a result of your participation in the Conference?

_____Yes

_____No

(b) Do you plan to implement any changes in your program?

_____Yes

_____No

(c) If action taken or planned is not a result of your Conference participation, what was it a result of?

____

____

____

____

____

____

(d) What specific changes are being made as a result of the Conference?____

____

____

____

____

(e) What specific changes are planned as a result of the Conference?

____

____

____

____

____

(f) Do you believe the planned changes (resulting from the Conference) will be implemented?

_____Yes

_____No

(g) If not, what appears to be the major obstacle?

____

____

____

4. Since the Conference, have you contacted any of the participants to seek information?

_____Yes

_____No

(a) If yes, please specify the person and/or what information was sought. ____

____

____

Is a follow-up conference really needed?

_____Yes

_____No

6. Would you attend a follow-up conference?

_____Yes

_____No

7. Do you know of other persons who would attend a follow-up conference?

_____Yes

_____No

(a) If yes, please specify names and addresses.

____

____

____

____

____

8. What is your overall evaluation of the Conference?

0---1---2---3---4---5---6---7---8---9---10

(low) (high)

9. List factors which rated high ______________________________

____

____

10. List factors rated low ______________________________

____

____

11. What improvements and emphasis should be made for a follow-up conference? ______________________________

____

____

____

____

____

____

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 14 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES